1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: ANTELOPE ELEMENTARY

County: TEHAMA CD Code: 52-71472

	STAR			1999-		1999-2000 Similar	N	let Growth T	arget	
Elementary Schools	2000 Percent Tested	2000 API (Growth)	1999 API (Base)	2000 Growth Target	1999- 2000 Growth	Schools Growth Rank	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
ANTELOPE ELEMENTARY	99	711	579	11	132		YES	YES	YES	YES

Middle Schools

BERRENDOS MIDDLE	99	720	637	8	83	YES	YES	YES	YES

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000 For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: ANTELOPE ELEMENTARY

County: TEHAMA

District: ANTELOPE ELEMENTARY

CDS Code: 52-71472-6053466 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
99	711	579	11	132	

	Met Growth Target					
		Comparable	Both			
Scho	ol-	Improve-	Schoolwide	Awards		
wic	le	ment (CI)	and CI	Eligible		
ΥE	S	YES	YES	YES		

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	0	Percent with a response*	91	A CI CI (CDEDS)	
American Indian or Alaska Native	3	Of those with a response:	0.	Average Class Size (CBEDS)	Average
Asian	1	Not high school graduate	7	Grade Levels K-3	Ü
Filipino	0	High school graduate	24		18
Hispanic or Latino	10	Some college	39	4-6	29
Pacific Islander	0	College graduate	22	Core academic courses in	
White not Hispanic	83	Graduate school	8	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	42	parent education level information.		School Mobility (Stanford 9)	19
(Average	,	
English Language Learners (Stanford 9)	6	Average Parent Education Level	3.01	This is the percent of students who first attended this	
Fully credentialled teachers (CBEDS)	100	(Stanford 9)		school in the current year.	Number
• '	100	The average of all responses where "1" r	epresents "Not a	Enrollment on the first day of testing grades 2-11	242
Teachers with emergency credentials (CBEDS)	4	high school graduate" and "5" represents "Graduate school."		less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	242
				Number of students included in the 2000 API	194

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: ANTELOPE ELEMENTARY

County: TEHAMA

District: ANTELOPE ELEMENTARY

CDS Code: 52-71472-6053466 School Type: ELEMENTARY

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
711	579	132		YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford	9		Reading	Ş		Mathen	atics	Language				Spelling	5
A	В		C	D		\mathbf{E}	${f F}$		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5 80-99th NPR	1000	40	21.62	216.22	64	33.51	335.08	39	20.21	202.07	21	10.88	108.81
4 60-79th NPR	875	38	20.54	179.73	49	25.65	224.48	48	24.87	217.62	34	17.62	154.15
3 40-59th NPR	700	44	23.78	166.49	35	18.32	128.27	34	17.62	123.32	52	26.94	188.60
2 20-39th NPR	500	41	22.16	110.81	22	11.52	57.59	42	21.76	108.81	49	25.39	126.94
1 1-19th NPR	200	22	11.89	23.78	21	10.99	21.99	30	15.54	31.09	37	19.17	38.34
a Total Weighteb Content Areac Total Weighte	Ü		a x b = c	697.03 30% 209.11		+	767.41 40% 306.96		+	682.90 15% 102.44		+	616.84 15% 92.53
										2000 A	PI (Gr	owth)	711

Number of tests contributing to scores:

185

191

193

Number of pupils with tests contributing to the API:

194

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

1999-2000 Academic Performance Index (API) Growth Report **Subgroup for Grades 2-8, Page 1 of 2**

School: ANTELOPE ELEMENTARY 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: TEHAMA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students ANTELOPE ELEMENTARY District: with valid scores. CDS Code: 52-71472-6053466 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 6 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

Percent of Pupils in Each Band

Math Language Spelling

Reading

School: ANTELOPE ELEMENTARY

Hispanic or Latino

Performance Bands

County: TEHAMA

District: ANTELOPE ELEMENTARY

CDS Code: 52-71472-6053466

		_		2 2						
5	80-99th NPR									
4	60-79th NPR									
3	40-59th NPR									
2	20-39th NPR									
1	1-19th NPR									
	2000 API (Gro	15	Number of Contributin	Tests ng to the AP	I					
	1999 API (Bas	se)								
	1999-2000 Growth Target									
	1999-2000 Gro	owth		Met Sub	group Ta	rget				
	•									
1 371.24	a mat Iliamamia	_								
vvn										
11111	e not Hispanic	Percen	it of Pupils	in Each Ban	ıd					
	rmance Bands	Reading	Math	in Each Ban Language	Spelling					
	•									
Perfo	rmance Bands	Reading	Math	Language	Spelling					
Perfo	rmance Bands 80-99th NPR	Reading 22.9	Math 34.2	Language 22.1	Spelling 10.4					
Perfo 5 4	rmance Bands 80-99th NPR 60-79th NPR	22.9 19.7	Math 34.2 26.7	22.1 25.8	10.4 16.0					
Perfo 5 4 3	80-99th NPR 60-79th NPR 40-59th NPR	22.9 19.7 26.8	Math 34.2 26.7 18.6	22.1 25.8 15.3	10.4 16.0 25.8					
Perfo 5 4 3 2	mance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	22.9 19.7 26.8 19.1 11.5	Math 34.2 26.7 18.6 10.6	22.1 25.8 15.3 20.9 16.0	Spelling 10.4 16.0 25.8 26.4 21.5 Tests	I				
Perfo 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Reading 22.9 19.7 26.8 19.1 11.5 with)	Math 34.2 26.7 18.6 10.6 9.9	22.1 25.8 15.3 20.9 16.0	10.4 16.0 25.8 26.4 21.5	I				
Perfo 5 4 3 2 1 717	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Reading 22.9 19.7 26.8 19.1 11.5 with) se)	Math 34.2 26.7 18.6 10.6 9.9	22.1 25.8 15.3 20.9 16.0	Spelling 10.4 16.0 25.8 26.4 21.5 Tests	I				
Perfo 5 4 3 2 1 717 584	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Reading 22.9 19.7 26.8 19.1 11.5 with) se) with Tar	Math 34.2 26.7 18.6 10.6 9.9	Language 22.1 25.8 15.3 20.9 16.0 Number of Contributin	Spelling 10.4 16.0 25.8 26.4 21.5 Tests					

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Percent of Pupils in Each Band

Perfo	Performance Bands		Math	Language	Spelling					
5	80-99th NPR									
4	60-79th NPR									
3	40-59th NPR									
2	20-39th NPR									
1	1-19th NPR									
	2000 API (Gro	Number of Contributin		I						
	1999 API (Base)									
	1999-2000 Growth Target									
	1999-2000 Gro	owth		Met Sub	group Ta	rget				
	Socioeconomically Disadvantaged Percent of Pupils in Each Band									
Socio	economically D			in Each Ban	d					
	rmance Bands			in Each Ban Language	d Spelling					
	•	Percer	nt of Pupils			Ī				
Perfo	ormance Bands	Percer Reading	nt of Pupils Math	Language	Spelling					
Perfo	ormance Bands 80-99th NPR	Percer Reading 9.9	Math 14.5	Language 7.9	Spelling 5.3	•				
Perfo	rmance Bands 80-99th NPR 60-79th NPR	Percer Reading 9.9 18.3	Math 14.5 28.9	7.9 19.7	Spelling 5.3 10.5					
Perfo 5 4 3	srmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 9.9 18.3 23.9	Math 14.5 28.9 25.0	7.9 19.7 15.8	5.3 10.5 23.7					
Perfo 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 9.9 18.3 23.9 29.6 18.3	14.5 28.9 25.0 18.4	7.9 19.7 15.8 27.6	5.3 10.5 23.7 30.3 30.3 Tests	Ī				
Perfo 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Percer Reading 9.9 18.3 23.9 29.6 18.3	14.5 28.9 25.0 18.4 13.2	7.9 19.7 15.8 27.6 28.9 Number of	5.3 10.5 23.7 30.3 30.3 Tests	I I				

1999-2000 Growth

Pacific Islander

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: BERRENDOS MIDDLE

County: TEHAMA

District: ANTELOPE ELEMENTARY

CDS Code: 52-71472-6066328 School Type: MIDDLE

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
99	720	637	8	83	

I	M			
		Comparable	Both	
	School-	Improve-	Schoolwide	Awards
	wide	ment (CI)	and CI	Eligible
ſ	YES	YES	YES	YES

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	2	Percent with a response*	86	A Cl C! (CDEDC)	
American Indian or Alaska Native	1	Of those with a response:		Average Class Size (CBEDS) Grade Levels	Average
Asian	1	Not high school graduate	7	K-3	N/A
Filipino	1	High school graduate	25		
Hispanic or Latino	7	Some college	33	4-6	27
Pacific Islander	0	College graduate	24	Core academic courses in	
White not Hispanic	87	Graduate school	11	departmentalized programs	25
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	45	parent education level information.		a	21
The Bulen (Smillstay)			Average	School Mobility (Stanford 9)	21
English Language Learners (Stanford 9)	0	Average Parent Education Level	3.06	This is the percent of students who first attended this	
	_	(Stanford 9)		school in the current year.	Number
Fully credentialled teachers (CBEDS)	100	,	annaganta "Not a		
Teachers with emergency credentials (CBEDS)	13	The average of all responses where "1" r high school graduate" and "5" represent		Enrollment on the first day of testing grades 2-11	166
• • • • • • • • • • • • • • • • • • • •		nigh school graauate and 5 represent	s Graduate school.	less students excused from testing due to IEP	
				statement or parent written request	
				(STAR Apportionment)	
				Number of students included in the 2000 API	140
				1. dinor of statement included in the 2000 fill I	

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: BERRENDOS MIDDLE

County: TEHAMA

District: ANTELOPE ELEMENTARY

CDS Code: 52-71472-6066328 School Type: MIDDLE

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
720	637	83		YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9			Reading	5	Mathematics Language Spellin		Spelling	Ţ					
A	В		C	D		E	\mathbf{F}		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Score in
5 80-99th NPR	1000	32	23.02	230.22	44	31.65	316.55	41	29.71	297.10	24	17.14	171.43
4 60-79th NPR	875	29	20.86	182.55	36	25.90	226.62	36	26.09	228.26	22	15.71	137.50
3 40-59th NPR	700	36	25.90	181.29	19	13.67	95.68	24	17.39	121.74	34	24.29	170.00
2 20-39th NPR	500	27	19.42	97.12	25	17.99	89.93	19	13.77	68.84	32	22.86	114.29
1 1-19th NPR	200	15	10.79	21.58	15	10.79	21.58	18	13.04	26.09	28	20.00	40.00
a Total Weighted	Score Across	Bands	a X	712.77			750.36			742.03			633.21
b Content Area W	Veight		<u>b</u>	30%			40%			15%			15%
c Total Weighted	Score for Con	itent Area	ı: <u>c</u>	213.83		+	300.14		+	111.30	-	+	94.98

Number of tests contributing to scores:

139

Number of pupils with tests contributing to the API:

Number of tests contributing to the API:

NPR is the National Percentile Rank

140

2000 API (Growth)

[&]quot;N/A" means a number is not applicable or not available due to missing data.

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: BERRENDOS MIDDLE 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: TEHAMA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students ANTELOPE ELEMENTARY District: with valid scores. CDS Code: 52-71472-6066328 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Language Spelling Language Spelling Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

Percent of Pupils in Each Band

School: BERRENDOS MIDDLE

Hispanic or Latino

County: TEHAMA

District: ANTELOPE ELEMENTARY

CDS Code: 52-71472-6066328

Perfo	rmance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					
	2000 API (Gro	wth)	10	Number of Contributin	Tests Ig to the AP	[
	1999 API (Bas	e)				
	1999-2000 Gro	owth Tar	get			
	1999-2000 Gro	owth		Met Sub	group Ta	rget
	•					
Whit	e not Hispanic	Percen	nt of Pupils	in Each Ban	d	
Perfo	rmance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR	23.4	34.7	28.5	16.8	
4			U	20.0	10.0	
	60-79th NPR	21.8	22.6	27.6	16.0	
3	60-79th NPR 40-59th NPR	21.8 25.8				
2			22.6	27.6	16.0	
	40-59th NPR	25.8	22.6 13.7	27.6 19.5	16.0 24.8	
2	40-59th NPR 20-39th NPR	25.8 20.2 8.9	22.6 13.7 20.2	27.6 19.5 14.6 9.8 Number of	16.0 24.8 23.2 19.2	Ī
1	40-59th NPR 20-39th NPR 1-19th NPR	25.8 20.2 8.9 wth)	22.6 13.7 20.2 8.9	27.6 19.5 14.6 9.8 Number of	16.0 24.8 23.2 19.2 Tests	[
2 1 729	40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	25.8 20.2 8.9 with)	22.6 13.7 20.2 8.9	27.6 19.5 14.6 9.8 Number of	16.0 24.8 23.2 19.2 Tests	Ī

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Percent of Pupils in Each Band

Perfo	4 60-79th NPF 3 40-59th NPF 2 20-39th NPF 1 1-19th NPF 2000 API (G 1999 API (Bandard Serioeconomically Performance Bands 5 80-99th NPF 4 60-79th NPF 3 40-59th NPF 2 20-39th NPF	Reading	Math	Language	Spelling	
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					
	2000 API (Gro	owth)	0	Number of Contributin		I
	1999 API (Bas	e)				
	1999-2000 Gro	owth Tar	get			
	1999-2000 Gro	owth		Met Sub	group Ta	rget
					_	_
Socio	economically D			· E I D	1	
	·	Percer	nt of Pupils	in Each Ban		
	·			in Each Ban Language	d Spelling	
	·	Percer	nt of Pupils			
Perfo	rmance Bands	Percer Reading	nt of Pupils Math	Language	Spelling	
Perfo	rmance Bands 80-99th NPR	Percer Reading 9.8	Math	Language 21.0	Spelling 9.7	
Perfo	rmance Bands 80-99th NPR 60-79th NPR	Percer Reading 9.8 19.7	Math 14.8 31.1	21.0 25.8	9.7 14.5	
Perfo 5 4 3	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 9.8 19.7 26.2	14.8 31.1 11.5	21.0 25.8 12.9	9.7 14.5 30.6	
Perfo 5 4 3 2	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 9.8 19.7 26.2 29.5 14.8	14.8 31.1 11.5 23.0	21.0 25.8 12.9 19.4	9.7 14.5 30.6 21.0 24.2 Tests	I

1999-2000 Growth Target

1999-2000 Growth

Pacific Islander

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: CORNING UNION ELEMENTARY

County: TEHAMA CD Code: 52-71498

	STAR			1999-		1999-2000 Similar	N	let Growth T	arget	
Elementary Schools	2000 Percent Tested	2000 API (Growth)	1999 API (Base)	2000 Growth Target	1999- 2000 Growth	Schools Growth Rank	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
OLIVE VIEW ELEMENTARY	100	635	585	11	50		YES	YES	YES	YES
WEST STREET ELEMENTARY	100	678	597	10	81		YES	YES	YES	YES

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report **Summary for Grades 2-8**

OLIVE VIEW ELEMENTARY School:

TEHAMA County:

CORNING UNION ELEMENTARY District:

CDS Code: 52-71498-6053490 School Type: ELEMENTARY

STAR					Similar		M	let Growth Ta	arget]
2000	2000	1999	1999-2000	1999-	Schools			Comparable	Both	
Percent	API	API	Growth	2000	Growth		School-	Improve-	Schoolwide	Awards
Tested	(Growth)	(Base)	Target	Growth	Rank	_	wide	ment (CI)	and CI	Eligible
100	635	585	11	50			YES	YES	YES	YES

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

1000 2000

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)) Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic American Indian or Alaska Native	2	Percent with a response* Of those with a response:	79	Average Class Size (CBEDS) Grade Levels	Average
Asian	0	Not high school graduate	28	K-3	15
Filipino	0 36	High school graduate	33	4-6	19
Hispanic or Latino Pacific Islander	_	Some college	26		19
White not Hispanic	0 58	College graduate	11	Core academic courses in	
white not mispanic	50	Graduate school	3	departmentalized programs	N/A
Participants in Free or Reduced Price Lunch (Stanford 9)	70	* This number is the percentage of stud parent education level information.		School Mobility (Stanford 9)	14
English Language Learners (Stanford 9)	15	Average Parent Education Level (Stanford 9)	Average 2.28	This is the percent of students who first attended this school in the current year.	Number
Fully credentialled teachers (CBEDS)	100	The average of all responses where "	1" represents "Not a	Enrollment on the first day of testing grades 2-11	584
Teachers with emergency credentials (CBEDS)	0	high school graduate" and "5" repres	•	less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	564
				Number of students included in the 2000 API	464

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: OLIVE VIEW ELEMENTARY

County: TEHAMA

District: CORNING UNION ELEMENTARY

CDS Code: 52-71498-6053490 School Type: ELEMENTARY

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
635	585	50		YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9)		Reading	5	Mathematics Language Spellin		Spelling	ling					
A	В		С	D		E	F		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Score in
5 80-99th NPR	1000	67	14.92	149.22	117	25.32	253.25	55	12.09	120.88	55	12.04	120.35
4 60-79th NPR	875	78	17.37	152.00	107	23.16	202.65	82	18.02	157.69	66	14.44	126.37
3 40-59th NPR	700	97	21.60	151.22	73	15.80	110.61	87	19.12	133.85	99	21.66	151.64
2 20-39th NPR	500	99	22.05	110.24	86	18.61	93.07	115	25.27	126.37	104	22.76	113.79
1 1-19th NPR	200	108	24.05	48.11	79	17.10	34.20	116	25.49	50.99	133	29.10	58.21
a Total Weighted		Bands	a X	610.80			693.78			589.78			570.35
b Content Area Vc Total Weighted	U	ntent Area	b = c	30% 183.24		+	40% 277.51		+	15% 88.47		+	15% 85.55

2000 API (Growth) 635

457

Number of pupils with tests contributing to the API:

464

Number of tests contributing to scores:

449

462

455

NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: OLIVE VIEW ELEMENTARY

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: TEHAMA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students CORNING UNION ELEMENTARY District: with valid scores. CDS Code: 52-71498-6053490 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 12 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

School: OLIVE VIEW ELEMENTARY

County: TEHAMA

District: CORNING UNION ELEMENTARY

CDS Code: 52-71498-6053490

H	ispa	anic or Latino	Percen	t of Pupils	in Each Ban	d
]	Perfo	rmance Bands	Reading	Math	Language	Spelling
	5	80-99th NPR	1.8	13.9	5.9	4.7
	4	60-79th NPR	11.2	21.4	11.8	8.2
	3	40-59th NPR	23.1	21.4	13.0	21.1
	2	20-39th NPR	26.6	19.7	32.5	22.8
	1	1-19th NPR	37.3	23.7	36.7	43.3
5	38	2000 API (Gro	wth)	173	Number of Contributin	Tests g to the API
4	66	1999 API (Bas	e)			
	9	1999-2000 Gro	owth Tar	get		
	72	1999-2000 Gro	owth	YES	Met Sub	group Targ

Whit	e not Hispanic	Percer	nt of Pupils	in Each Ban	d
Perfo	rmance Bands	Reading	Math	Language	Spelling
5	80-99th NPR	23.3	33.1	16.2	16.6
4	60-79th NPR	21.3	24.0	21.2	17.8
3	40-59th NPR	20.9	12.5	23.2	21.6
2	20-39th NPR	20.2	17.1	22.0	22.8
1	1-19th NPR	14.2	13.3	17.4	21.2
698	2000 API (Gro	owth)	263	Number of Contributin	Tests ig to the API
649	1999 API (Bas	se)			
9	1999-2000 Gro	owth Tar	get		
49	1999-2000 Gro	owth	YES	Met Sub	group Tar

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Pacif	ic Islander	Percer	nt of Pupils	in Each Band			
Perfo	rmance Bands	Reading	Math	Language	Spelling		
5	80-99th NPR						
4	60-79th NPR						
3	40-59th NPR						
2	20-39th NPR						
1	1-19th NPR						
	2000 API (Gro	owth)	0	Number of Contributin		I	
	1999 API (Bas	e)					
	1999-2000 Gro	owth Tar	get				
	1999-2000 Gro	owth		Met Sub	group Ta	rget	
Socio	economically D			in Each Ban	d		
	economically D			in Each Ban Language	d Spelling		
	-	Percer	nt of Pupils			Ī	
Perfo	rmance Bands	Percer Reading	nt of Pupils Math	Language	Spelling		
Perfo.	rmance Bands 80-99th NPR	Percer Reading	Math	Language 9.6	Spelling 9.8		
Perfo.	rmance Bands 80-99th NPR 60-79th NPR	Percer Reading 12.6 13.9	Math 19.6 21.7	9.6 14.2	Spelling 9.8 12.3		
Perfo. 5 4 3	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 12.6 13.9 20.8	19.6 21.7 17.7	9.6 14.2 19.5	9.8 12.3 19.4		
Perfo. 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 12.6 13.9 20.8 23.0 29.7	19.6 21.7 17.7 20.2	9.6 14.2 19.5 25.4	9.8 12.3 19.4 24.0 34.5 Tests	Ī	
Perfo 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Percer Reading 12.6 13.9 20.8 23.0 29.7	19.6 21.7 17.7 20.2 20.8	9.6 14.2 19.5 25.4 31.3 Number of	9.8 12.3 19.4 24.0 34.5 Tests	l I	

54 | 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: WEST STREET ELEMENTARY

County: TEHAMA

District: CORNING UNION ELEMENTARY

CDS Code: 52-71498-6053482 School Type: ELEMENTARY

STAR					Similar	·	M	et Growth Ta	ırget	
2000	2000	1999	1999-2000	1999-	Schools			Comparable	Both	
Percent	API	API	Growth	2000	Growth		School-	Improve-	Schoolwide	Awards
Tested	(Growth)	(Base)	Target	Growth	Rank		wide	ment (CI)	and CI	Eligible
100	678	597	10	81			YES	YES	YES	YES

1999-2000

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	1	Percent with a response*	85	A Cl C! (CDEDC)	
American Indian or Alaska Native	1	Of those with a response:		Average Class Size (CBEDS) Grade Levels	Average
Asian	0	Not high school graduate	27	K-3	Ü
Filipino	0	High school graduate	34	K-3	18
Hispanic or Latino	40	Some college	26	4-6	N/A
Pacific Islander	0	College graduate	12	Core academic courses in	
White not Hispanic	57	Graduate school	2	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	76	parent education level information.		School Mobility (Stanford 9)	18
			Average	,	
English Language Learners (Stanford 9)	24	Average Parent Education Level	2.29	This is the percent of students who first attended this school in the current year.	
Fully credentialled teachers (CBEDS)	100	(Stanford 9)	. 1137	school in the current year.	Number
Teachers with emergency credentials (CBEDS)	0	The average of all responses where "1" i high school graduate" and "5" represent	*	Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	188
				Number of students included in the 2000 API	151

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: WEST STREET ELEMENTARY

County: TEHAMA

District: CORNING UNION ELEMENTARY

CDS Code: 52-71498-6053482 School Type: ELEMENTARY

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
678	597	81		YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford !	9		Reading	5		Mathem	natics		Langua	ge		Spelling	Ş
A	В		C	D		E	F		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5 80-99th NPR	1000	36	25.00	250.00	58	38.41	384.11	56	38.89	388.89	22	14.77	147.65
4 60-79th NPR	875	32	22.22	194.44	27	17.88	156.46	21	14.58	127.60	32	21.48	187.92
3 40-59th NPR	700	16	11.11	77.78	17	11.26	78.81	15	10.42	72.92	21	14.09	98.66
2 20-39th NPR	500	19	13.19	65.97	21	13.91	69.54	23	15.97	79.86	26	17.45	87.25
1 1-19th NPR	200	41	28.47	56.94	28	18.54	37.09	29	20.14	40.28	48	32.21	64.43
b Content Area	d Score Across Weight d Score for Cor		a x b = c	645.14 30% 193.54		+	725.99 40% 290.40		+	709.55 15% 106.43	-	+	585.91 15% 87.89
										2000 A	PI (Gr	owth)	678

Number of tests contributing to scores:

144

Number of pupils with tests contributing to the API:

151

144

Number of pupils with tests contributing to the API:

151

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: WEST STREET ELEMENTARY 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: TEHAMA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students CORNING UNION ELEMENTARY District: with valid scores. CDS Code: 52-71498-6053482 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target

NPR is the National Percentile Rank.

1999-2000 Growth

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Met Subgroup Target

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Growth

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

School: WEST STREET ELEMENTARY

County: TEHAMA

District: CORNING UNION ELEMENTARY

CDS Code: 52-71498-6053482

Hispa	anic or Latino	Percen	t of Pupils	in Each Ban	d	
Perfo	rmance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR	14.0	26.7	25.9	12.1	
4	60-79th NPR	17.5	15.0	13.0	17.2	İ
3	40-59th NPR	10.5	16.7	1.9	8.6	
2	20-39th NPR	10.5	11.7	20.4	15.5	
1	1-19th NPR	47.4	30.0	38.9	46.6	
568	2000 API (Gro	wth)	60	Number of Contributin	Tests Ig to the AP	I
506	1999 API (Bas	e)				
8	1999-2000 Gro	owth Tar	get			
62	1999-2000 Gro	owth	YES	Met Sub	group Ta	rge

Whit	e not Hispanic	Percer	nt of Pupils	in Each Ban	d				
Perfo	rmance Bands	Reading	Math	Language	e Spelling				
5	80-99th NPR	33.3	46.6	47.1	.1 17.0				
4	60-79th NPR	23.8	18.2	14.9	25.0	İ			
3	40-59th NPR	11.9	8.0	14.9	15.9	į			
2	20-39th NPR	14.3	15.9	13.8	19.3	į			
1	1-19th NPR	16.7	11.4	9.2	22.7	į			
748	2000 API (Gro	owth)	88	Number of Contributin	Tests ig to the AP	I			
651	1999 API (Bas	e)							
8	1999-2000 Gro	owth Tar	get						
97	1999-2000 Gro	owth	YES	Met Sub	group Ta	rge			

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Pacif	ic Islander	Percer	nt of Pupils	in Each Ban	d	
Perfo	rmance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					
	2000 API (Gro	owth)	0	Number of Contributin	Tests Ig to the API	I
	1999 API (Bas	e)				
	1999-2000 Gro	owth Tar	get			
	1999-2000 Gro	owth		Met Sub	group Ta	rget
<u> </u>						
Socio	economically D			in Each Ban	d	
	economically D			in Each Ban Language	d Spelling	
	-	Percer	nt of Pupils			
Perfo	rmance Bands	Percer Reading	nt of Pupils Math	Language	Spelling	
Perfo	rmance Bands 80-99th NPR	Percer Reading	Math 32.2	Language 31.5	Spelling 8.8	
Perfo 5	rmance Bands 80-99th NPR 60-79th NPR	Percer Reading 18.5 20.4	Math 32.2 14.8	31.5 13.9	Spelling 8.8 19.5	
Perfo 5 4 3	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 18.5 20.4 12.0	Math 32.2 14.8 13.0	31.5 13.9 10.2	8.8 19.5 12.4	
Perfo 5 4 3 2	mance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 18.5 20.4 12.0 14.8 34.3	32.2 14.8 13.0 17.4	13.5 13.9 10.2 20.4 24.1 Number of	8.8 19.5 12.4 21.2 38.1	I
Perfo 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Percer Reading 18.5 20.4 12.0 14.8 34.3	32.2 14.8 13.0 17.4 22.6	13.5 13.9 10.2 20.4 24.1 Number of	8.8 19.5 12.4 21.2 38.1 Tests	I

69 | 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: CORNING UNION HIGH

County: TEHAMA CD Code: 52-71506

	STAR			1999-		1999-2000 Similar	N			
High Schools	2000 Percent Tested	2000 API (Growth)	1999 API (Base)	2000 Growth Target	1999- 2000 Growth	Schools Growth Rank	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
CORNING HIGH	100	630	581	11	49		YES	YES	YES	YES

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000 For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 9-11

School: CORNING HIGH

County: TEHAMA

District: CORNING UNION HIGH

CDS Code: 52-71506-5231709 School Type: HIGH SCHOOL

STAR					1999-2000 Similar		M	et Growth Ta	arget]
2000	2000	1999	1999-2000	1999-	Schools			Comparable	Both	
Percent	API	API	Growth	2000	Growth		School-	Improve-	Schoolwide	Awards
Tested	(Growth)	(Base)	Target	Growth	Rank	_	wide	ment (CI)	and CI	Eligible
100	630	581	11	49			YES	YES	YES	YES

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic American Indian or Alaska Native	1 2	Percent with a response* Of those with a response:	99	Average Class Size (CBEDS) Grade Levels	Average
Asian Filipino	1	Not high school graduate	26	K-3	N/A
Hispanic or Latino Pacific Islander	26 0	High school graduate Some college	29 25	4-6	N/A
White not Hispanic	68	College graduate Graduate school	18 3	Core academic courses in departmentalized programs	23
Participants in Free or Reduced Price Lunch (Stanford 9)	29	* This number is the percentage of student of parent education level information.		School Mobility (Stanford 9)	8
English Language Learners (Stanford 9)	5	Average Parent Education Level (Stanford 9)	Average 2.42	This is the percent of students who first attended this school in the current year.	Number
Fully credentialled teachers (CBEDS) Teachers with emergency credentials (CBEDS)	98 0	The average of all responses where "I" re high school graduate" and "5" represents	*	Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	623
				Number of students included in the 2000 API	357

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report **Schoolwide API for Grades 9-11**

CORNING HIGH School:

County: **TEHAMA**

District: **CORNING UNION HIGH**

CDS Code: 52-71506-5231709 School Type: HIGH SCHOOL

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
630	581	49		YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

	Stanford 9)		Reading	,		Mathem	natics	Language				Science		S	Social Science	
	A	В		C	D		E	F		G	Н		I	J		K	L
Pe	rformance Bands	Weighting Factors	Each	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)
5	80-99th NPR	1000	29	8.66	86.57	48	13.68	136.75	62	17.66	176.64	50	14.53	145.35	63	18.37	183.67
4	60-79th NPR	875	53	15.82	138.43	97	27.64	241.81	67	19.09	167.02	74	21.51	188.23	78	22.74	198.98
3	40-59th NPR	700	71	21.19	148.36	61	17.38	121.65	73	20.80	145.58	69	20.06	140.41	40	11.66	81.63
2	20-39th NPR	500	86	25.67	128.36	112	31.91	159.54	80	22.79	113.96	86	25.00	125.00	85	24.78	123.91
1	1-19th NPR	200	96	28.66	57.31	33	9.40	18.80	69	19.66	39.32	65	18.90	37.79	77	22.45	44.90
a	Total Weighted Sc	ore Across Ba	nds	a x	559.03			678.56			642.52			636.77			633.09
b	Content Area Weig	ght		<u>b</u>	20%			20%			20%			20%			20%
c	Total Weighted Sc	ore for Conten	t Area:	c	111.81	-	+	135.71	-	+	128.50		+	127.35		+	126.62
												2000 Al	PI (Gr	owth)	630		

Number of tests

contributing to scores:

335

351

351

344

343

Number of pupils with tests contributing to the API:

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

1999-2000 Academic Performance Index (API) Growth Report **Subgroup for Grades 9-11, Page 1 of 2**

School: CORNING HIGH 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: TEHAMA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students **CORNING UNION HIGH** District: with valid scores. CDS Code: 52-71506-5231709 **African American not Hispanic** American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Performance Bands Language Science Reading Math Language Science Soc. Sci. Reading Soc. Sci. 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2 8 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Asian **Filipino** Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Math Language Science Soc. Sci. Performance Bands Reading Math Language Science Soc. Sci. Reading 80-99th NPR 80-99th NPR 60-79th NPR 4 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target. For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test

scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 9-11, Page 2 of 2

School: CORNING HIGH

County: TEHAMA

District: CORNING UNION HIGH

CDS Code: 52-71506-5231709

Pacific Islander **Hispanic or Latino** Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Reading Math Language Science Soc. Sci. Performance Bands Reading Math Language Science Soc. Sci. 80-99th NPR 0.0 7.4 5.3 3.2 8.5 80-99th NPR 8.7 16.0 11.7 12.8 18.1 60-79th NPR 60-79th NPR 40-59th NPR 14.1 12.8 20.2 11.7 5.3 40-59th NPR 20-39th NPR 28.3 42.6 25.5 39.4 37.2 20-39th NPR 1-19th NPR 48.9 21.3 37.2 33.0 30.9 1-19th NPR Number of Tests Number of Tests 498 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 486 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth YES Met Subgroup Target 1999-2000 Growth Met Subgroup Target Socioeconomically Disadvantaged White not Hispanic Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Reading Math Soc. Sci. Performance Bands Language Science Reading Math Language Science Soc. Sci. 80-99th NPR 12.6 17.4 23.4 19.7 24.1 80-99th NPR 60-79th NPR 19.8 31.5 23.0 25.8 25.0 60-79th NPR 25.2 18.3 20.9 23.1 13.6 40-59th NPR 40-59th NPR 20-39th NPR 23.4 28.9 21.3 19.2 20.2 20-39th NPR 1-19th NPR 11.5 12.2 18.9 3.8 17.1 1-19th NPR Number of Tests Number of Tests 120 693 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 645 | 1999 API (Base) 1999 API (Base)

with valid scores.

1999-2000 Growth Target

1999-2000 Growth

NPR is the National Percentile Rank.

1999-2000 Growth Target

1999-2000 Growth

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Met Subgroup Target

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: EVERGREEN UNION ELEM

County: TEHAMA CD Code: 52-71522

	STAR			1999-		1999-2000 Similar	N	1et Growth T	arget	
Elementary Schools	2000 Percent Tested	2000 API (Growth)	1999 API (Base)	2000 Growth Target	1999- 2000 Growth	Schools Growth Rank	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
EVERGREEN ELEMENTARY	97	719	721	4	-2		NO	NO	NO	NO

Middle Schools

EVERGREEN MIDDLE	97	765	713	4	52	YES	YES	YES	YES

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: EVERGREEN ELEMENTARY

County: TEHAMA

District: EVERGREEN UNION ELEM

CDS Code: 52-71522-6053516 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
97	719	721	4	-2	

M	Met Growth Target					
	Comparable	Both				
School-	Improve-	Schoolwide	Awards			
wide	ment (CI)	and CI	Eligible			
NO	NO	NO	NO			

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	1	Percent with a response*	99	A CI G: (CDEDG)	
American Indian or Alaska Native	0	Of those with a response:		Average Class Size (CBEDS)	Average
Asian	0	Not high school graduate	10	Grade Levels	Ü
Filipino	0	High school graduate	47	K-3	19
Hispanic or Latino	6	Some college	24	4-6	24
Pacific Islander	0	College graduate	16	Core academic courses in	
White not Hispanic	92	Graduate school	4	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	61	parent education level information.		School Mobility (Stanford 9)	16
			Average	,	-
English Language Learners (Stanford 9)	2	Average Parent Education Level	2.57	This is the percent of students who first attended this school in the current year.	
Fully credentialled teachers (CBEDS)	96	(Stanford 9)		sensor in the current year.	Number
Teachers with emergency credentials (CBEDS)	8	The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."		Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	270
				Number of students included in the 2000 API	210

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: EVERGREEN ELEMENTARY

County: TEHAMA

District: EVERGREEN UNION ELEM

CDS Code: 52-71522-6053516 School Type: ELEMENTARY

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
719	721	-2		NO

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9)		Reading Mathematics		atics	Language			Spelling				
A	В		C	D		\mathbf{E}	\mathbf{F}		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5 80-99th NPR	1000	56	27.59	275.86	65	31.25	312.50	37	17.87	178.74	39	18.75	187.50
4 60-79th NPR	875	61	30.05	262.93	38	18.27	159.86	57	27.54	240.94	50	24.04	210.34
3 40-59th NPR	700	31	15.27	106.90	39	18.75	131.25	35	16.91	118.36	38	18.27	127.88
2 20-39th NPR	500	34	16.75	83.74	44	21.15	105.77	37	17.87	89.37	51	24.52	122.60
1 1-19th NPR	200	21	10.34	20.69	22	10.58	21.15	41	19.81	39.61	30	14.42	28.85
a Total Weightedb Content Area Vc Total Weighted	Ü		a x b = c	750.12 30% 225.04		+	730.53 40% 292.21		+	667.03 15% 100.05		+	677.16 15% 101.57
										2000 Al	PI (Gr	owth)	719

Number of tests contributing to scores:

203

Number of pupils with tests contributing to the API:

NPR is the National Percentile Rank

210

[&]quot;N/A" means a number is not applicable or not available due to missing data.

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: EVERGREEN ELEMENTARY

are considered numerically significant: the group (1) contains at least 100 students with valid test County: TEHAMA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students **EVERGREEN UNION ELEM** District: with valid scores. CDS Code: 52-71522-6053516 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

Percent of Pupils in Each Band

School: EVERGREEN ELEMENTARY

County: TEHAMA

District: EVERGREEN UNION ELEM

Hispanic or Latino

CDS Code: 52-71522-6053516

Perfo	Performance Bands		Math	Language	Spelling					
5	80-99th NPR									
4	60-79th NPR									
3	40-59th NPR									
2	20-39th NPR									
1	1-19th NPR									
	2000 API (Gro	owth)	13	Number of Contributin	Tests g to the API					
	1999 API (Bas									
	1999-2000 Gro									
	1999-2000 Gro	owth		Met Sub	group Tar	get				
	constant constant constant									
White	White not Hispanic Percent of Pupils in Each Band									
Perfo	rmance Bands	Reading	Math	Language	Spelling					
Perfo	rmance Bands 80-99th NPR			Language 19.0						
		Reading	Math		Spelling					
5	80-99th NPR	Reading 29.0	Math 33.2	19.0	Spelling 18.9					
5	80-99th NPR 60-79th NPR	29.0 31.2	Math 33.2 19.5	19.0 29.1	18.9 24.2					
5 4 3	80-99th NPR 60-79th NPR 40-59th NPR	29.0 31.2 14.0	Math 33.2 19.5 18.4	19.0 29.1 16.4	18.9 24.2 18.4					
5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	29.0 31.2 14.0 16.1 9.7	Math 33.2 19.5 18.4 19.5	19.0 29.1 16.4 16.9 18.5	18.9 24.2 18.4 23.7 14.7					
5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Reading 29.0 31.2 14.0 16.1 9.7 with)	Math 33.2 19.5 18.4 19.5 9.5	19.0 29.1 16.4 16.9 18.5	Spelling 18.9 24.2 18.4 23.7 14.7 Tests					
5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Reading 29.0 31.2 14.0 16.1 9.7 with) e)	Math 33.2 19.5 18.4 19.5 9.5	19.0 29.1 16.4 16.9 18.5	Spelling 18.9 24.2 18.4 23.7 14.7 Tests					

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Percent of Pupils in Each Band

Perfo	rmance Bands	Reading	Reading Math		Spelling					
5	80-99th NPR									
4	60-79th NPR									
3	40-59th NPR									
2	20-39th NPR									
1	1-19th NPR									
	2000 API (Growth) O Number of Tests Contributing to the API									
	1999 API (Base)									
	1999-2000 Growth Target									
	1999-2000 Gro	owth		Met Sub	group Ta	rget				
Socioeconomically Disadvantaged Percent of Pupils in Each Band										
Socio	economically D		_	in Each Ban	d					
	rmance Bands		_	in Each Ban Language	d Spelling					
	·	Percer	nt of Pupils							
Perfo	ormance Bands	Percer Reading	nt of Pupils Math	Language	Spelling					
Perfo	ormance Bands 80-99th NPR	Percer Reading	Math 24.6	Language	Spelling 13.1					
Perfo	rmance Bands 80-99th NPR 60-79th NPR	Percer Reading 17.8 28.0	Math 24.6 13.9	10.7 20.7	13.1 20.5					
Perfo 5 4 3	srmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 17.8 28.0 16.1	Math 24.6 13.9 18.9	10.7 20.7 19.0	Spelling 13.1 20.5 17.2					
Perfo 5 4 3 2	srmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 17.8 28.0 16.1 23.7 14.4	24.6 13.9 18.9 27.9	10.7 20.7 19.0 24.0	Spelling 13.1 20.5 17.2 30.3 18.9 Tests	I				
Perfo 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Percer Reading 17.8 28.0 16.1 23.7 14.4 wwth)	13.9 18.9 27.9 14.8	10.7 20.7 19.0 24.0 25.6 Number of	Spelling 13.1 20.5 17.2 30.3 18.9 Tests	I				

1999-2000 Growth

Pacific Islander

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: EVERGREEN MIDDLE

County: TEHAMA

District: EVERGREEN UNION ELEM

CDS Code: 52-71522-6111629 School Type: MIDDLE

STAR 2000 Percent Tested	2000 API (Growth)	1999 API (Base)	1999-2000 Growth Target	1999- 2000 Growth	Similar Schools Growth Rank
97	765	713	4	52	

M	Met Growth Target					
	Comparable	Both				
School-	Improve-	Schoolwide	Awards			
wide	ment (CI)	and CI	Eligible			
YES	YES	YES	YES			

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

1999-2000

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	1	Percent with a response*	87	A CI C' (CDEDC)	
American Indian or Alaska Native	1	Of those with a response:	<i>3.</i>	Average Class Size (CBEDS) Grade Levels	Average
Asian	0	Not high school graduate	7	K-3	Ü
Filipino	0	High school graduate	29		N/A
Hispanic or Latino	5	Some college	40	4-6	25
Pacific Islander	0	College graduate	20	Core academic courses in	
White not Hispanic	92	Graduate school	5	departmentalized programs	23
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	52	parent education level information.		School Mobility (Stanford 9)	13
,			Average	, ,	
English Language Learners (Stanford 9)	1	Average Parent Education Level	2.87	This is the percent of students who first attended this school in the current year.	
Fully credentialled teachers (CBEDS)	100	(Stanford 9)	1137	school in the current year.	Number
Teachers with emergency credentials (CBEDS)	0	The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."		Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	358
				Number of students included in the 2000 API	273

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: EVERGREEN MIDDLE

County: TEHAMA

District: EVERGREEN UNION ELEM

CDS Code: 52-71522-6111629 School Type: MIDDLE

Schoolwide

1999-2000

 2000
 1999
 1999-2000
 Similar Schools
 Met Schoolwide

 API (Growth)
 API (Base)
 Growth
 Growth Rank
 Target

 765
 713
 52
 YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9			Reading	5	Mathematics		Language		ge	Spelling		Ţ	
A	В		C	D		E	F		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5 80-99th NPR	1000	53	19.63	196.30	112	41.03	410.26	67	24.72	247.23	53	19.41	194.14
4 60-79th NPR	875	74	27.41	239.81	78	28.57	250.00	75	27.68	242.16	50	18.32	160.26
3 40-59th NPR	700	69	25.56	178.89	48	17.58	123.08	52	19.19	134.32	67	24.54	171.79
2 20-39th NPR	500	57	21.11	105.56	26	9.52	47.62	47	17.34	86.72	59	21.61	108.06
1 1-19th NPR	200	17	6.30	12.59	9	3.30	6.59	30	11.07	22.14	44	16.12	32.23
a Total Weightedb Content Area Vc Total Weighted	Veight		a x b = c	733.15 30% 219.94		+	837.55 40% 335.02		+	732.56 15% 109.88	-	÷	666.48 15% 99.97

273

271

2000 API (Growth) 765

Number of pupils with tests contributing to the API:

Number of tests contributing to scores: NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

270

273

1999-2000 Academic Performance Index (API) Growth Report **Subgroup for Grades 2-8, Page 1 of 2**

School: EVERGREEN MIDDLE 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: TEHAMA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students **EVERGREEN UNION ELEM** District: with valid scores. CDS Code: 52-71522-6111629 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

School: EVERGREEN MIDDLE

County: TEHAMA

District: EVERGREEN UNION ELEM

CDS Code: 52-71522-6111629

Hispa	panic or Latino Percent of Pupils in Each Band								
Perfo	rmance Bands	Reading	Math	Language	Spelling				
5	80-99th NPR								
4	60-79th NPR								
3	40-59th NPR								
2	20-39th NPR								
_ 1	1-19th NPR								
	2000 API (Gro		12	Number of Contributin		I			
	1999 API (Bas	e)							
	1999-2000 Gro	owth Tar	get						
	1999-2000 Gro	owth		Met Sub	group Ta	rget			
	e not Hispanic	Percen Reading	nt of Pupils Math	in Each Ban Language					
5	80-99th NPR	20.8	42.5	26.0	20.6				
4	60-79th NPR	27.2	27.8	26.4	17.5				
3	40-59th NPR	26.8	17.1	19.2	23.4				
2	20-39th NPR	20.0	9.5	17.6	22.2				
1	1-19th NPR	5.2	3.2	10.8	16.3				
770	2000 API (Gro		252	Number of Contributin	Tests ig to the AP	I			
717	1999 API (Bas	e)							
3	1999-2000 Gro	owth Tar	get						
53	1999-2000 Gro	owth	YES	Met Sub	group Ta	rget			

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Percent of Pupils in Each Band

Perfo	Performance Bands		Math	Language	Spelling				
5	80-99th NPR								
4	60-79th NPR								
3	40-59th NPR								
2	20-39th NPR								
_ 1	1-19th NPR								
	2000 API (Gro	wth)	1	Number of Contributin		I			
	1999 API (Bas	e)							
	1999-2000 Gro	owth Tar	get						
	1999-2000 Growth Met Subgroup Ta								
	Socioeconomically Disadvantaged								
Socio	economically D								
	·	Percer	nt of Pupils	in Each Ban					
	economically D			in Each Ban Language					
	·	Percer	nt of Pupils						
Perfo	rmance Bands	Percer Reading	nt of Pupils Math	Language	Spelling				
Perfo	rmance Bands 80-99th NPR	Percer Reading 9.4	Math 30.2	Language 17.3	Spelling 14.0				
Perfo	rmance Bands 80-99th NPR 60-79th NPR	Percer Reading 9.4 24.4	Math 30.2 29.5	17.3 24.4	14.0 15.5				
Perfo 5 4 3	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 9.4 24.4 27.6	30.2 29.5 23.3	17.3 24.4 19.7	Spelling 14.0 15.5 28.7				
Perfo 5 4 3 2	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 9.4 24.4 27.6 31.5 7.1	30.2 29.5 23.3 11.6	17.3 24.4 19.7 23.6 15.0 Number of	14.0 15.5 28.7 21.7 20.2	I			

1999-2000 Growth Target

1999-2000 Growth

Pacific Islander

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: GERBER UNION ELEMENTARY

County: TEHAMA CD Code: 52-71548

	STAR			1999-		1999-2000 Similar	N	Met Growth Target		
Elementary Schools	2000 Percent Tested	2000 API (Growth)	1999 API (Base)	2000 Growth Target	1999- 2000 Growth	Schools Growth Rank	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
GERBER ELEMENTARY	97	633	562	12	71		YES	YES	YES	YES

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000 For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: GERBER ELEMENTARY

County: TEHAMA

District: GERBER UNION ELEMENTARY

CDS Code: 52-71548-6053532 School Type: ELEMENTARY

CTAD					1999-2000
STAR 2000	2000	1999	1999-2000	1999-	Similar Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
97	633	562	12	71	

	Met Growth Target								
		Comparable	Both						
Scho	ol-	Improve-	Schoolwide	Awards					
wid	e	ment (CI)	and CI	Eligible					
YES	S	YES	YES	YES					

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	2	Percent with a response*	90	A CL C' (CDEDC)	
American Indian or Alaska Native	3	Of those with a response:	00	Average Class Size (CBEDS)	Average
Asian	0	Not high school graduate	27	Grade Levels	Ü
Filipino	0	High school graduate	28	K-3	16
Hispanic or Latino	36	Some college	29	4-6	23
Pacific Islander	1	College graduate	10	Core academic courses in	
White not Hispanic	54	Graduate school	5	departmentalized programs	33
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	73	parent education level information.		School Mobility (Stanford 9)	22
			Average	,	
English Language Learners (Stanford 9)	12	Average Parent Education Level	2.38	This is the percent of students who first attended this	
Fully credentialled teachers (CBEDS)	100	(Stanford 9)		school in the current year.	Number
•		The average of all responses where "1" r	epresents "Not a	Enrollment on the first day of testing grades 2-11	441
Teachers with emergency credentials (CBEDS)	0	high school graduate" and "5" represent	s "Graduate school."	less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	
				Number of students included in the 2000 API	311

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: GERBER ELEMENTARY

County: TEHAMA

District: GERBER UNION ELEMENTARY

CDS Code: 52-71548-6053532 School Type: ELEMENTARY

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
633	562	71		YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9)		Reading	5		Mathematics			Langua	ge		Spelling	5
A	В		C	D		E	\mathbf{F}		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Score in
5 80-99th NPR	1000	40	13.42	134.23	67	21.54	215.43	45	14.52	145.16	35	11.33	113.27
4 60-79th NPR	875	56	18.79	164.43	55	17.68	154.74	74	23.87	208.87	54	17.48	152.91
3 40-59th NPR	700	68	22.82	159.73	65	20.90	146.30	54	17.42	121.94	55	17.80	124.60
2 20-39th NPR	500	66	22.15	110.74	76	24.44	122.19	70	22.58	112.90	81	26.21	131.07
1 1-19th NPR	200	68	22.82	45.64	48	15.43	30.87	67	21.61	43.23	84	27.18	54.37
a Total Weighterb Content Area V	d Score Across Weight	Bands	a x b	614.77 30%			669.53 40%			632.10 15%			576.21 15%
c Total Weighter	C	ntent Area	=	184.43		+	267.81		+	94.81	-	+	86.43
										2000 41	DT (Cx	ovyth)	000

Number of tests contributing to scores: 298 311

Number of pupils with tests contributing to the API:

309

311

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: TEHAMA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students **GERBER UNION ELEMENTARY** District: with valid scores. CDS Code: 52-71548-6053532 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 6 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target

NPR is the National Percentile Rank.

1999-2000 Growth

School: GERBER ELEMENTARY

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Met Subgroup Target

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Growth

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

School: GERBER ELEMENTARY

County: TEHAMA

District: GERBER UNION ELEMENTARY

CDS Code: 52-71548-6053532

Hispa	anic or Latino	Percent of Pupils in Each Band							
Perfo	Performance Bands		Math	Language	Spelling				
5	80-99th NPR	5.5	13.4	9.0	5.4				
4	60-79th NPR	13.8	13.4	17.1	17.1				
3	40-59th NPR	22.0	26.8	18.0	14.4				
2	20-39th NPR	29.4	27.7	33.3	28.8				
1	1-19th NPR	29.4	18.8	22.5	34.2				
571	2000 API (Gro	owth)	112	Number of Contributin	Tests g to the API				
463	1999 API (Bas	e)							
10	1999-2000 Gro	owth Tar	get						
108	1999-2000 Gro	owth	YES	Met Sub	group Targ				

Whit	e not Hispanic	Percent of Pupils in Each Band						
Perfo	Performance Bands		Math	Language	Spelling			
5	80-99th NPR	19.1	26.7	19.2	15.2			
4	60-79th NPR	23.5	21.5	27.9	19.3			
3	40-59th NPR	23.5	16.3	15.7	18.7			
2	20-39th NPR	16.0	22.1	16.3	25.1			
1	1-19th NPR	17.9	13.4	20.9	21.6			
679	2000 API (Gro	owth)	172	Number of Contributin	Tests]		
620	1999 API (Bas	se)						
10	1999-2000 Gro	owth Target						
59	1999-2000 Gro	owth	YES	Met Sub	group Tai	rge		

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Pacif	c Islander Percent of Pupils in Each Band					
Perfo	rmance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					
	2000 API (Gro	owth)	4	Number of Contributin		I
	1999 API (Bas	e)				
	1999-2000 Gro	owth Tar	get			
	1999-2000 Gro	owth		Met Sub	group Ta	rget
Socio	economically D) Jisadvan	hanet			
	cconomicany L			in Each Ban	d	
	rmance Bands			in Each Ban Language	d Spelling	
	-	Percer	nt of Pupils			
Perfo	rmance Bands	Percer Reading	nt of Pupils i	Language	Spelling	
Perfo	rmance Bands 80-99th NPR	Percer Reading	Math 18.5	Language 10.4	Spelling 7.2	ľ
Perfo	rmance Bands 80-99th NPR 60-79th NPR	Percer Reading 10.9 14.7	Math 18.5 14.0	10.4 23.0	7.2 17.2	
Perfo 5 4 3	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 10.9 14.7 21.8	Math 18.5 14.0 23.4	10.4 23.0 17.1	7.2 17.2 14.9	
Perfo 5 4 3 2	mance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 10.9 14.7 21.8 26.5 26.1	18.5 14.0 23.4 24.8	10.4 23.0 17.1 24.3	7.2 17.2 14.9 28.1 32.6 Tests	I
Perfo 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Percer Reading 10.9 14.7 21.8 26.5 26.1	18.5 14.0 23.4 24.8 19.4	10.4 23.0 17.1 24.3 25.2 Number of	7.2 17.2 14.9 28.1 32.6 Tests	ſ
Perfo 5 4 3 2 1 595	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Percer Reading 10.9 14.7 21.8 26.5 26.1 wwth)	18.5 14.0 23.4 24.8 19.4	10.4 23.0 17.1 24.3 25.2 Number of	7.2 17.2 14.9 28.1 32.6 Tests	ī

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: LASSEN VIEW UNION ELEM

County: TEHAMA CD Code: 52-71563

	STAR			1999-		1999-2000 Similar	N	let Growth T	arget	
Elementary Schools	2000 Percent Tested	2000 API (Growth)	1999 API (Base)	2000 Growth Target	1999- 2000 Growth	Schools Growth Rank	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
LASSEN VIEW ELEMENTARY	100	706	662	7	44		YES	YES	YES	YES

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000 For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: LASSEN VIEW ELEMENTARY

County: TEHAMA

District: LASSEN VIEW UNION ELEM

CDS Code: 52-71563-6053557 School Type: ELEMENTARY

Percent Tested	(Growth)	(Base)	Growth Target	2000 Growth	Growth Rank
2000	2000 API	1999 API	1999-2000 Growth	1999- 2000	Schools Growth
STAR					1999-2000 Similar

M	Met Growth Target					
	Comparable	Both				
School-	Improve-	Awards				
wide	ment (CI)	and CI	Eligible			
YES	YES	YES	YES			

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic American Indian or Alaska Native	1	Percent with a response*	98	Average Class Size (CBEDS)	
Asian	0	Of those with a response:		Grade Levels	Average
Filipino	0	Not high school graduate	23	K-3	17
Hispanic or Latino	16	High school graduate	20	4-6	27
Pacific Islander	10	Some college	32		21
	70	College graduate	17	Core academic courses in	
White not Hispanic	79	Graduate school	8	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	52	parent education level information.		School Mobility (Stanford 9)	20
			Average	,	
English Language Learners (Stanford 9)	11	Average Parent Education Level (Stanford 9)	2.68	This is the percent of students who first attended this school in the current year.	Number
Fully credentialled teachers (CBEDS)	100	,			Number
Teachers with emergency credentials (CBEDS)	0	The average of all responses where "1" r high school graduate" and "5" represent	•	Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	258
				Number of students included in the 2000 API	201

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: LASSEN VIEW ELEMENTARY

County: TEHAMA

District: LASSEN VIEW UNION ELEM

CDS Code: 52-71563-6053557 School Type: ELEMENTARY

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
706	662	44		YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

	Stanford 9)		Reading	5		Mathem	atics		Langua	ge		Spelling	
	A	В		С	D		E	F		G	Н		I	J
Per	rformance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5	80-99th NPR	1000	43	21.94	219.39	63	31.34	313.43	57	28.36	283.58	37	18.41	184.08
4	60-79th NPR	875	50	25.51	223.21	42	20.90	182.84	55	27.36	239.43	48	23.88	208.96
3	40-59th NPR	700	38	19.39	135.71	35	17.41	121.89	28	13.93	97.51	37	18.41	128.86
2	20-39th NPR	500	25	12.76	63.78	35	17.41	87.06	38	18.91	94.53	34	16.92	84.58
1	1-19th NPR	200	40	20.41	40.82	26	12.94	25.87	23	11.44	22.89	45	22.39	44.78
	a Total Weightedb Content Area Vc Total Weighted	Veight		a x b = c	682.91 30% 204.87		+	731.09 40% 292.44		+	737.94 15% 110.69		+	651.24 15% 97.69
											2000 A	PI (Gr	owth)	706

Number of tests contributing to scores:

196

201

201

201 Nui

Number of pupils with tests contributing to the API:

201

NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: LASSEN VIEW ELEMENTARY 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: TEHAMA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students LASSEN VIEW UNION ELEM District: with valid scores. CDS Code: 52-71563-6053557 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 5 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 60-79th NPR 4 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

School: LASSEN VIEW ELEMENTARY

County: TEHAMA

District: LASSEN VIEW UNION ELEM

White not Hispanic

CDS Code: 52-71563-6053557

Hispa	anic or Latino	Percent of Pupils in Each Band						
Perfo	ormance Bands	Reading	Math	Language	Spelling			
5	80-99th NPR	0.0	9.4	9.4	3.1			
4	60-79th NPR	20.7	12.5	21.9	18.8			
3	40-59th NPR	20.7	25.0	18.8	15.6			
2	20-39th NPR	17.2	34.4	31.3	21.9			
1	1-19th NPR	41.4	18.8	18.8	40.6			
549	2000 API (Gro	wth)	32	Number of Contributin	Tests g to the API			
455	1999 API (Bas	I (Base)						
6	1999-2000 Growth Target							
94	1999-2000 Gro	owth	YES	Met Sub	group Targ			

VV 1111	e not mspame	Percent of Pupils in Each Band					
Perfo	rmance Bands	Reading	Math	Language	Spelling		
5	80-99th NPR	26.6	36.9	32.5	21.3		
4	60-79th NPR	26.6	21.3	28.1	24.4		
3	40-59th NPR	17.1	15.6	11.9	20.0		
2	20-39th NPR	12.7	13.8	17.5	15.0		
1	1-19th NPR	17.1	12.5	10.0	19.4		
734	2000 API (Gro	owth)	160	Number of Contributin	Tests ag to the API		
709	1999 API (Bas	e)					
6	1999-2000 Gro	owth Tar	get				
25	1999-2000 Gro	owth	YES	Met Sub	group Targe		

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Pacif	Percent of Pupils in Each Band					
Perfo	rmance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					
	2000 API (Gro	owth)	0	Number of Contributin	Tests g to the API	[
	1999 API (Bas	e)				
	1999-2000 Gro	owth Tar	get			
	1999-2000 Gro	owth		Met Sub	group Ta	rget
	economically D	Percer	nt of Pupils	in Each Ban	d	
Perfo	rmance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR	12.5	21.1	18.3	11.0	
4	60-79th NPR	22.1	19.3	23.9	22.9	
3	40-59th NPR	18.3	18.3	15.6	16.5	
2	20-39th NPR	14.4	22.0	26.6	18.3	
1	1-19th NPR	32.7	19.3	15.6	31.2	
625	2000 API (Gro	owth)	109	Number of Contributin	Tests	[
577					<i>C</i>	
5//	1999 API (Bas	e)				
6	1999 API (Bas 1999-2000 Gro		get			

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Donasant of Danils in Each Danid

1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: LOS MOLINOS UNIFIED

County: TEHAMA CD Code: 52-71571

	STAR			1999-		1999-2000 Similar	Met Growth Target			
Elementary Schools	2000 Percent Tested	2000 API (Growth)	1999 API (Base)	2000 Growth Target	1999- 2000 Growth	Schools Growth Rank	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
LOS MOLINOS ELEMENTARY	100	630	566	12	64		YES	YES	YES	YES

High Schools

LOS MOLINOS HIGH	97	577	586	11	-9	NO	NO	NO	NO

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: LOS MOLINOS ELEMENTARY

County: TEHAMA

District: LOS MOLINOS UNIFIED

CDS Code: 52-71571-6053565 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	630	566	12	64	

M	Met Growth Target							
	Comparable	Both						
School-	Improve-	Schoolwide	Awards					
wide	ment (CI)	and CI	Eligible					
YES	YES	YES	YES					

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	1	Percent with a response*	77	A Class Ciass (CDEDC)	
American Indian or Alaska Native	0	Of those with a response:		Average Class Size (CBEDS) Grade Levels	Average
Asian	0	Not high school graduate	18	K-3	19
Filipino	0	High school graduate	35		
Hispanic or Latino	29	Some college	24	4-6	28
Pacific Islander	0	College graduate	16	Core academic courses in	
White not Hispanic	67	Graduate school	7	departmentalized programs	27
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	72	parent education level information.		School Mability (Stonford 0)	16
(Average	School Mobility (Stanford 9)	
English Language Learners (Stanford 9)	13	Average Parent Education Level	2.60	This is the percent of students who first attended this school in the current year.	
Fully credentialled teachers (CBEDS)	100	(Stanford 9)		school in the current year.	Number
Teachers with emergency credentials (CBEDS)	5	The average of all responses where "1" r		Enrollment on the first day of testing grades 2-11	240
reachers with emergency credentials (CBEDS)	5	high school graduate" and "5" represent	s "Graduate school."	less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	
				Number of students included in the 2000 API	199

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: LOS MOLINOS ELEMENTARY

County: TEHAMA

District: LOS MOLINOS UNIFIED

CDS Code: 52-71571-6053565 School Type: ELEMENTARY

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
630	566	64		YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanfor	19		Reading	Ş		Mathematics			Langua	ge	Spelling		5
A	В		С	D		E	\mathbf{F}		G	Н		I	J
Performance Band	s Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Score in
5 80-99th NPR	1000	20	10.10	101.01	36	18.27	182.74	33	16.67	166.67	16	8.08	80.81
4 60-79th NPR	875	42	21.21	185.61	37	18.78	164.34	34	17.17	150.25	33	16.67	145.83
3 40-59th NPR	700	45	22.73	159.09	43	21.83	152.79	40	20.20	141.41	47	23.74	166.16
2 20-39th NPR	500	49	24.75	123.74	55	27.92	139.59	55	27.78	138.89	46	23.23	116.16
1 1-19th NPR	200	42	21.21	42.42	26	13.20	26.40	36	18.18	36.36	56	28.28	56.57
b Content Are	nted Score Across a Weight nted Score for Co		a x b = c	611.87 30% 183.56		+	665.86 40% 266.35		+	633.59 15% 95.04		+	565.53 15% 84.83
										2000 A	PI (Gr	owth)	630

Number of tests contributing to scores:

198

197

198

Number of pupils with tests contributing to the API:

199

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

Note: Data are reported only for subgroups which were numerically significant in both 1999 and School: LOS MOLINOS ELEMENTARY 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: **TEHAMA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students LOS MOLINOS UNIFIED District: with valid scores. CDS Code: 52-71571-6053565 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

School: LOS MOLINOS ELEMENTARY

County: TEHAMA

District: LOS MOLINOS UNIFIED

CDS Code: 52-71571-6053565

Hispa	anic or Latino	•					
Perfo	rmance Bands	Reading	Math	Language	Spelling		
5	80-99th NPR	0.0	9.0	7.5	3.0		
4	60-79th NPR	9.0	10.4	6.0	9.0		
3	40-59th NPR	16.4	28.4	20.9	13.4		
2	20-39th NPR	35.8	34.3	43.3	29.9		
1	1-19th NPR	38.8	17.9	22.4	44.8		
516	2000 API (Gro	wth)	67	Number of Contributin	Tests g to the API		
422	1999 API (Bas	e)					
10	1999-2000 Growth Target						
94	1999-2000 Gro	owth	YES	Met Sub	group Targ		

Whit	ite not Hispanic Percent of Pupils in Each Band						
Perfo	rmance Bands	Reading	Math	Language	Spelling		
5	80-99th NPR	15.9	24.0	22.2	10.3		
4	60-79th NPR	27.8	23.2	23.0	21.4		
3	40-59th NPR	24.6	16.0	18.3	28.6		
2	20-39th NPR	19.8	25.6	19.8	20.6		
1	1-19th NPR	11.9	11.2	16.7	19.0		
689	2000 API (Gro	owth)	127	Number of Contributin	Tests g to the API		
662	1999 API (Bas	e)					
10	1999-2000 Gro	owth Tar	get				
27	1999-2000 Gro	owth	YES	Met Sub	group Targ	ge	

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Pacif	ic Islander	Percer	rcent of Pupils in Each Band					
Perfo	rmance Bands	Reading	Math	Language	Spelling			
5	80-99th NPR							
4	60-79th NPR							
3	40-59th NPR							
2	20-39th NPR							
1	1-19th NPR							
	2000 API (Gro	,	0	Number of Contributin		I		
	1999 API (Bas	e)						
	1999-2000 Gro	owth		Met Sub	group Ta	rget		
Socioeconomically Disadvantaged Percent of Pupils in Each Band								
	-	Percer	t of Pupils					
	economically D			in Each Ban Language	d Spelling	•		
	-	Percer	t of Pupils					
Perfo	rmance Bands	Percer Reading	nt of Pupils Math	Language	Spelling			
Perfo	rmance Bands 80-99th NPR	Percer Reading 4.2	Math	Language 9.9	Spelling 7.0			
Perfo	rmance Bands 80-99th NPR 60-79th NPR	Percer Reading 4.2 14.8	Math 12.0 16.9	9.9 12.7 24.6 33.1	7.0 11.3			
Perfo. 5 4 3	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 4.2 14.8 24.6	Math 12.0 16.9 23.9	9.9 12.7 24.6	7.0 11.3 24.6			
Perfo 5 4 3 2 1 578	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 4.2 14.8 24.6 28.2 28.2	12.0 16.9 23.9 31.0	9.9 12.7 24.6 33.1	7.0 11.3 24.6 22.5 34.5 Tests	Ī		
Perfo. 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Percer Reading 4.2 14.8 24.6 28.2 28.2 owth)	12.0 16.9 23.9 31.0	9.9 12.7 24.6 33.1 19.7 Number of	7.0 11.3 24.6 22.5 34.5 Tests] 		
Perfo 5 4 3 2 1 578	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Percer Reading 4.2 14.8 24.6 28.2 28.2 wwth)	12.0 16.9 23.9 31.0 16.2	9.9 12.7 24.6 33.1 19.7 Number of	7.0 11.3 24.6 22.5 34.5 Tests	I		

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 9-11

School: LOS MOLINOS HIGH

County: TEHAMA

District: LOS MOLINOS UNIFIED

CDS Code: 52-71571-5235106 School Type: HIGH SCHOOL

STAR 2000	2000	1999	1999-2000	1999-	Similar Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
97	577	586	11	-9	

N	Met Growth Target						
School-	Improve-	Awards					
wide	ment (CI)	and CI	Eligible				
NO	NO	NO	NO				

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

1000 2000

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanfo	Ford 9) Perce	nt Multi-t	rack year-round school?	(CBEDS)	NO
African American not Hispanic American Indian or Alaska Native	0 1	Percent with a response* Of those with a response:	92	Averag	ge Class Size (CBEDS)		Average
Asian Filipino	0	Not high school graduate	22	K-3			N/A
Hispanic or Latino Pacific Islander	27 1	High school graduate Some college	28 26	3 4-6	e academic courses in		N/A
White not Hispanic	67	College graduate Graduate school	22 1		e academic courses in epartmentalized programs		20
Participants in Free or Reduced Price Lunch (Stanford 9)	39	* This number is the percentage of parent education level information	ion.	School	Mobility (Stanford 9)		18
English Language Learners (Stanford 9)	6	Average Parent Education Leve (Stanford 9)	Aver vel 2.5	2 This is a	the percent of students who f in the current year.	first attended this	Number
Fully credentialled teachers (CBEDS) Teachers with emergency credentials (CBEDS)	86 0	The average of all responses whe high school graduate" and "5" re		e school." less stu stateme	ment on the first day of test idents excused from testing ent or parent written reque AR Apportionment)	due to IEP	172
				Numbe	er of students included in th	ne 2000 API	130

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report **Schoolwide API for Grades 9-11**

LOS MOLINOS HIGH **School:**

County: **TEHAMA**

District: LOS MOLINOS UNIFIED

CDS Code: 52-71571-5235106 School Type: HIGH SCHOOL

Schoolwide

1999-2000

2000 1999 1999-2000 **Similar Schools** Met Schoolwide API (Growth) API (Base) Growth **Growth Rank Target** 577 586 -9 NO

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

	Stanford 9)		Reading	5		Mathen	natics		Langua	ge		Science		S	ocial Sci	ence
	A	В		C	D		E F			G	Н		I	J		K	L
Pe	rformance Bands	Weighting Factors	Each	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	Each	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)
5	80-99th NPR	1000	7	5.43	54.26	14	10.77	107.69	9	6.98	69.77	15	11.72	117.19	14	10.77	107.69
4	60-79th NPR	875	20	15.50	135.66	23	17.69	154.81	20	15.50	135.66	19	14.84	129.88	31	23.85	208.65
3	40-59th NPR	700	24	18.60	130.23	27	20.77	145.38	36	27.91	195.35	24	18.75	131.25	15	11.54	80.77
2	20-39th NPR	500	36	27.91	139.53	46	35.38	176.92	34	26.36	131.78	40	31.25	156.25	35	26.92	134.62
1	1-19th NPR	200	42	32.56	65.12	20	15.38	30.77	30	23.26	46.51	30	23.44	46.88	35	26.92	53.85
a b c	Content Area Weight b 20%				524.81 20% 104.96	-	+	615.58 20% 123.12		+	579.07 20% 115.81		+	581.45 20% 116.29 2000 Al		+ owth)	585.58 20% 117.12

Number of tests

contributing to scores:

129

130

129

128

130

Number of pupils with tests contributing to the API:

130

NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 9-11, Page 1 of 2

Note: Data are reported only for subgroups which were numerically significant in both 1999 and School: LOS MOLINOS HIGH 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: TEHAMA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students LOS MOLINOS UNIFIED District: with valid scores. CDS Code: 52-71571-5235106 **African American not Hispanic** American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Performance Bands Language Science Reading Math Language Science Soc. Sci. Reading Soc. Sci. 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 40-59th NPR 3 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Asian **Filipino** Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Math Language Science Soc. Sci. Performance Bands Reading Math Language Science Soc. Sci. Reading 80-99th NPR 80-99th NPR 60-79th NPR 4 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target

1999-2000 Growth

NPR is the National Percentile Rank.

1999-2000 Growth

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target. For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

Met Subgroup Target

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 9-11, Page 2 of 2

School: LOS MOLINOS HIGH

County: **TEHAMA**

District:

CDS Coo

ict:	LOS MOLI			D			with valid scores.					
Code:	52-71571-	523510	06									
Hispa	anic or Latino	I	Percent of F	upils in Eacl	h Band		Pacific Islander]	Percent of	Pupils in Eac	h Band	
Perfo	ormance Bands	Reading	Math	Language	Science	Soc. Sci.	Performance Bands	Reading	Math	Language	Science	Soc. Sci.
5	80-99th NPR	0.0	0.0	0.0	0.0	0.0	5 80-99th NPR					
4	60-79th NPR	2.5	7.3	12.5	5.1	14.6	4 60-79th NPR					
3	40-59th NPR	10.0	22.0	17.5	17.9	7.3	3 40-59th NPR					
2	20-39th NPR	37.5	51.2	30.0	38.5	34.1	2 20-39th NPR					
1	1-19th NPR	50.0	19.5	40.0	38.5	43.9	1 1-19th NPR					

		1 17111111 00.0	10.0	10.0	00.0	10.0
	446	2000 API (Growth)	41		er of Tests	e API
•	486	1999 API (Base)			C	
	9	1999-2000 Growth Target				
	-40	1999-2000 Growth	NO	Met	Subgroup	Target

White	e not Hispanic	I	Percent of P	upils in Eacl	h Band	
Perfo	rmance Bands	Reading	Math	Language	Science	Soc. Sci.
5	80-99th NPR	8.6	16.0	9.9	17.3	16.0
4	60-79th NPR	21.0	23.5	18.5	19.8	27.2
3	40-59th NPR	22.2	19.8	30.9	17.3	13.6
2	20-39th NPR	23.5	25.9	23.5	28.4	23.5
1	1-19th NPR	24.7	14.8	17.3	17.3	19.8

	1	1-17111 INI IN 24. 1	14.0	17.5	17.0	13.0
ĺ	635	2000 API (Growth)	81	Numb Contri	er of Tests buting to th	e API
	634	1999 API (Base)	•			
	9	1999-2000 Growth Target				
	1	1999-2000 Growth	NO	Met	Subgroup	Target

Perfo	rmance Bands	Reading	Math	Language	Science	Soc. Sci.			
5	80-99th NPR								
4	60-79th NPR								
3	40-59th NPR								
2	20-39th NPR								
_1	1-19th NPR								
2000 API (Growth) 1 Number of Tests Contributing to the									
	1999 API (Base)								
	1999-2000 Growth Target								
	1999-2000 Gro	owth		Met Su	ıbgroup '	Target			

Socioeconomically Disadvantaged

Percent of Pupil	s in Each Band
------------------	----------------

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test

scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students

Perto	rmance Bands	Reading	Math	Language	Science	Soc. Sci.
5	80-99th NPR	2.0	0.0	0.0	2.0	2.0
4	60-79th NPR	4.0	9.8	10.0	10.2	15.7
3	40-59th NPR	12.0	17.6	18.0	18.4	7.8
2	20-39th NPR	30.0	51.0	38.0	34.7	41.2
1	1-19th NPR	52.0	21.6	34.0	34.7	33.3

467	2000 API (Growth)	51	Number of Tests Contributing to the API
516	1999 API (Base)		·
9	1999-2000 Growth Target		
-49	1999-2000 Growth	NO	Met Subgroup Target

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: RED BLUFF JT UNION HIGH

County: TEHAMA CD Code: 52-71639

	STAR			1999-		1999-2000 Similar	N	let Growth T	arget	
High Schools	2000 Percent Tested	2000 API (Growth)	1999 API (Base)	2000 Growth Target	1999- 2000 Growth	Schools Growth Rank	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
RED BLUFF HIGH	94	647	604	10	43		YES	YES	YES	YES

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000 For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 9-11

School: RED BLUFF HIGH

County: TEHAMA

District: RED BLUFF JT UNION HIGH

CDS Code: 52-71639-5237201 School Type: HIGH SCHOOL

STAR					Similar		M	let Growth Ta	arget	
2000	2000	1999	1999-2000	1999-	Schools			Comparable	Both	
Percent	API	API	Growth	2000	Growth		School-	Improve-	Schoolwide	Awards
Tested	(Growth)	(Base)	Target	Growth	Rank	_	wide	ment (CI)	and CI	Eligible
94	647	604	10	43			YES	YES	YES	YES

1999-2000

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic American Indian or Alaska Native	1 3	Percent with a response* Of those with a response:	91	Average Class Size (CBEDS) Grade Levels	Average
Asian Filipino	1	Not high school graduate	8	K-3	N/A
Hispanic or Latino Pacific Islander	0 14 0	High school graduate Some college	23 35	4-6 Core academic courses in	N/A
White not Hispanic	81	College graduate Graduate school	26 7	departmentalized programs	27
Participants in Free or Reduced Price Lunch (Stanford 9)	27	* This number is the percentage of student parent education level information.		School Mobility (Stanford 9)	7
English Language Learners (Stanford 9)	2	Average Parent Education Level (Stanford 9)	Average 3.00	This is the percent of students who first attended this school in the current year.	Number
Fully credentialled teachers (CBEDS) Teachers with emergency credentials (CBEDS)	97 0	The average of all responses where "1" re high school graduate" and "5" represents	*	Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP	1429
				statement or parent written request (STAR Apportionment)	
				Number of students included in the 2000 API	750

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report **Schoolwide API for Grades 9-11**

RED BLUFF HIGH **School:**

County: **TEHAMA**

District: **RED BLUFF JT UNION HIGH**

CDS Code: 52-71639-5237201 School Type: HIGH SCHOOL

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
647	604	43		YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

	Stanford 9			Reading	5		Mathematics Languag			ge		Science		Social Science		ence	
	A	В		C	D		E	F		G	Н		I	J		K	L
Pe	rformance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Score in	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)
5	80-99th NPR	1000	117	15.92	159.18	168	22.80	227.95	134	18.18	181.82	158	21.35	213.51	156	21.43	214.29
4	60-79th NPR	875	134	18.23	159.52	142	19.27	168.59	112	15.20	132.97	165	22.30	195.10	162	22.25	194.71
3	40-59th NPR	700	137	18.64	130.48	127	17.23	120.62	129	17.50	122.52	104	14.05	98.38	89	12.23	85.58
2	20-39th NPR	500	181	24.63	123.13	198	26.87	134.33	187	25.37	126.87	177	23.92	119.59	190	26.10	130.49
1	1-19th NPR	200	166	22.59	45.17	102	13.84	27.68	175	23.74	47.49	136	18.38	36.76	131	17.99	35.99
	Total Weighted Sc		nds	a x	617.48			679.17			611.67			663.34			661.06
b	Content Area Weig	ght		b =	20%			20%			20%			20%			20%
c	Total Weighted Sc	ore for Conten	t Area:	c	123.50	-	+	135.83		+	122.33	-	+	132.67	-	+	132.21
														2000 Al	PI (Gr	owth)	647

Number of tests

735 contributing to scores:

737

737

740

728

Number of pupils with tests contributing to the API:

NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

1999-2000 Academic Performance Index (API) Growth Report **Subgroup for Grades 9-11, Page 1 of 2**

School: RED BLUFF HIGH 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: TEHAMA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students RED BLUFF JT UNION HIGH District: with valid scores. CDS Code: 52-71639-5237201 **African American not Hispanic** American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Performance Bands Language Science Reading Language Science Soc. Sci. Reading Soc. Sci. 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 6 17 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Asian **Filipino** Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Math Language Science Soc. Sci. Performance Bands Reading Math Language Science Soc. Sci. Reading 80-99th NPR 80-99th NPR 60-79th NPR 4 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target. For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 9-11, Page 2 of 2

School: RED BLUFF HIGH

County: TEHAMA

District: RED BLUFF JT UNION HIGH

CDS Code: 52-71639-5237201

Hispa	Hispanic or Latino Percent of Pupils in Each Band											
Perfo	rmance Bands	Reading	Math	Language	Science	Soc. Sci.						
5	80-99th NPR											
4	60-79th NPR											
3	40-59th NPR											
2	20-39th NPR											
1	1-19th NPR											
	2000 API (Gro	owth)	10		er of Tests buting to the	o ADI						
	1999 API (Bas	se)		Conur	buting to the	e AFI						
	1999-2000 Gro	owth Tar	get									
	1999-2000 Growth Target Mot Subgroup Target											
	1999-2000 Growth Met Subgroup Target											
	1999-2000 GIV	3 1, 111			0 1	_						
	ı				0 1	_						
	e not Hispanic	I	Percent of P	upils in Eac	h Band	-						
	ı		Percent of P	upils in Eac Language	h Band Science	Soc. Sci.						
	e not Hispanic	I				Soc. Sci.						
Perfo	e not Hispanic	I Reading	Math	Language	Science							
Perfo	e not Hispanic rmance Bands 80-99th NPR	Reading	Math 25.7	Language 20.4	Science 24.1	24.0						
Perfo 5 4	e not Hispanic rmance Bands 80-99th NPR 60-79th NPR	Reading 18.1 19.8	Math 25.7 20.2	20.4 16.4	24.1 23.3	24.0 23.7						
Perfo 5 4 3	e not Hispanic rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Reading 18.1 19.8 19.9	Math 25.7 20.2 17.6	20.4 16.4 18.2	24.1 23.3 14.9	24.0 23.7 12.4						
Perfo 5 4 3 2	e not Hispanic rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Reading 18.1 19.8 19.9 23.3 18.9	Math 25.7 20.2 17.6 24.0	20.4 16.4 18.2 24.8 20.2	Science 24.1 23.3 14.9 22.1 15.7 er of Tests	24.0 23.7 12.4 23.3 16.6						
Perfo 5 4 3 2 1	e not Hispanic rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Reading 18.1 19.8 19.9 23.3 18.9 with)	Math 25.7 20.2 17.6 24.0 12.4	20.4 16.4 18.2 24.8 20.2	24.1 23.3 14.9 22.1 15.7	24.0 23.7 12.4 23.3 16.6						
Perfo 5 4 3 2 1	e not Hispanic rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Reading 18.1 19.8 19.9 23.3 18.9 with)	Math 25.7 20.2 17.6 24.0 12.4	20.4 16.4 18.2 24.8 20.2	Science 24.1 23.3 14.9 22.1 15.7 er of Tests	24.0 23.7 12.4 23.3 16.6						

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

ic Islander	I	Percent of P	upils in Eac	in Each Band			
rmance Bands	Reading	Math	Language	Science	Soc. Sci.		
80-99th NPR							
60-79th NPR							
40-59th NPR							
20-39th NPR							
1-19th NPR							
		3			API		
•							
1999-2000 Gro	owth Tar	get	_				
1999-2000 Gro	owth		Met Su	ıbgroup '	Target		
economically D	Disadvant	taged					
	I	Percent of P	upils in Eac	h Band			
rmance Bands	Reading	Math	Language	Science	Soc. Sci.		
80-99th NPR	6.9	10.9	7.5	9.6	14.4		
80-99th NPR 60-79th NPR	6.9 12.0	10.9 17.1	7.5 9.2	9.6 19.8	,		
					14.4		
60-79th NPR	12.0	17.1	9.2	19.8	14.4 17.8		
60-79th NPR 40-59th NPR	12.0 14.9	17.1 17.7	9.2 19.0	19.8 11.3	14.4 17.8 11.5		
60-79th NPR 40-59th NPR 20-39th NPR	12.0 14.9 32.6 33.7	17.1 17.7 33.1	9.2 19.0 28.7 35.6 Number	19.8 11.3 31.6 27.7	14.4 17.8 11.5 31.6 24.7		
60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	12.0 14.9 32.6 33.7 owth)	17.1 17.7 33.1 21.1	9.2 19.0 28.7 35.6 Number	19.8 11.3 31.6 27.7 of Tests	14.4 17.8 11.5 31.6 24.7		
60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	12.0 14.9 32.6 33.7 owth)	17.1 17.7 33.1 21.1	9.2 19.0 28.7 35.6 Number	19.8 11.3 31.6 27.7 of Tests	14.4 17.8 11.5 31.6 24.7		
	60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro 1999 API (Bas 1999-2000 Gro 1999-2000 Gro	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Growth) 1999 API (Base) 1999-2000 Growth Targ 1999-2000 Growth economically Disadvant	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Growth) 3 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth economically Disadvantaged Percent of P	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Growth) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Met Su economically Disadvantaged Percent of Pupils in Each	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Growth) 3 Number of Tests Contributing to the 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Met Subgroup economically Disadvantaged Percent of Pupils in Each Band		

NPR is the National Percentile Rank.

 $In \ most \ cases, \ 1999-2000 \ comparable \ improvement \ Growth \ Targets \ are \ 80\% \ of \ the \ 1999-2000 \ Schoolwide \ Growth \ Target.$

1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: RED BLUFF UNION ELEM

County: TEHAMA CD Code: 52-71621

	STAR			1999-		1999-2000 Similar	N	let Growth T	arget	
Elementary Schools	2000 Percent Tested	2000 API (Growth)	1999 API (Base)	2000 Growth Target	1999- 2000 Growth	Schools Growth Rank	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
BIDWELL ELEMENTARY	100	660	636	8	24		YES	YES	YES	YES
JACKSON HEIGHTS ELEMENTARY	100	648	612	9	36		YES	YES	YES	YES
METTEER (WILLIAM M.) ELEMENTARY	100	667	624	9	43		YES	YES	YES	YES

Middle Schools

VISTA MIDDLE	100	651	627	9	24	YES	YES	YES	YES	

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: *BIDWELL ELEMENTARY*

County: TEHAMA

District: RED BLUFF UNION ELEM

CDS Code: 52-71621-6053623 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	660	636	8	24	

M	let Growth Ta	rget	
	Comparable	Both	
School-	Improve-	Schoolwide	Awards
wide	ment (CI)	and CI	Eligible
YES	YES	YES	YES

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	1	Percent with a response*	81	A CI CI (CDEDS)	
American Indian or Alaska Native	4	Of those with a response:	0.	Average Class Size (CBEDS)	Average
Asian	2	Not high school graduate	8	Grade Levels	Ü
Filipino	1	High school graduate	25	K-3	19
Hispanic or Latino	12	Some college	31	4-6	29
Pacific Islander	0	College graduate	23	Core academic courses in	
White not Hispanic	75	Graduate school	13	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	46	parent education level information.		School Mobility (Stanford 9)	20
			Average	School Mobility (Stanford 9)	
English Language Learners (Stanford 9)	4	Average Parent Education Level	3.08	This is the percent of students who first attended this	
E. H. J. (CDEDG)	400	(Stanford 9)		school in the current year.	Number
Fully credentialled teachers (CBEDS)	100	The average of all responses where "1" r	enresents "Not a		400
Teachers with emergency credentials (CBEDS)	0	high school graduate" and "5" represent	*	Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	406
				Number of students included in the 2000 API	342

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: BIDWELL ELEMENTARY

County: TEHAMA

District: RED BLUFF UNION ELEM

CDS Code: 52-71621-6053623 School Type: ELEMENTARY

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
660	636	24		YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9)	Reading				Mathen	atics		Langua	ge	Spelling		
A	В		С	D		E	\mathbf{F}		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5 80-99th NPR	1000	60	18.24	182.37	72	21.11	211.14	62	18.24	182.35	48	14.08	140.76
4 60-79th NPR	875	77	23.40	204.79	71	20.82	182.18	71	20.88	182.72	56	16.42	143.70
3 40-59th NPR	700	70	21.28	148.94	68	19.94	139.59	71	20.88	146.18	60	17.60	123.17
2 20-39th NPR	500	73	22.19	110.94	72	21.11	105.57	80	23.53	117.65	93	27.27	136.36
1 1-19th NPR	200	49	14.89	29.79	58	17.01	34.02	56	16.47	32.94	84	24.63	49.27
a Total Weighteb Content Area vc Total Weighte	Weight		a x b = c	676.82 30% 203.05	-	+	672.51 40% 269.00		+	661.84 15% 99.28	-	+	593.26 15% 88.99
										2000 A	PI (Gr	owth)	660

Number of tests contributing to scores:

329

341

340

Number of pupils with tests contributing to the API:

342

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

1999-2000 Academic Performance Index (API) Growth Report **Subgroup for Grades 2-8, Page 1 of 2**

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: TEHAMA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students **RED BLUFF UNION ELEM** District: with valid scores. CDS Code: 52-71621-6053623 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 8 2 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target

NPR is the National Percentile Rank.

1999-2000 Growth

School: BIDWELL ELEMENTARY

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Met Subgroup Target

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Growth

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

Percent of Pupils in Each Band

School: BIDWELL ELEMENTARY

Hispanic or Latino

County: TEHAMA

District: RED BLUFF UNION ELEM

CDS Code: 52-71621-6053623

Perfo	rmance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					
	2000 API (Gro	owth)	40	Number of Contributin	Tests g to the API	
	1999 API (Bas	e)				
	1999-2000 Gro	owth Tar	get			
	1999-2000 Gro	owth		Met Sub	group Tar	get
	-					
White	e not Hispanic	Percen	nt of Pupils	in Each Ban	d	
Perfo	rmance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR	20.2	23.0	20.1	14.3	
4	60-79th NPR	25.2	21.5	21.6	17.4	
3	40-59th NPR	20.2	21.1	20.5	16.2	
2	20-39th NPR	20.5	18.5	23.9	28.3	
1	1-19th NPR	14.0	15.8	14.0	23.8	
070						
676	2000 API (Gro	owth)	266	Number of Contributin	Tests g to the API	
651	2000 API (Gro 1999 API (Bas		266			
	· ·	e)				

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Percent of Pupils in Each Band

Perfo	Performance Bands		Math	Language	Spelling			
5	80-99th NPR							
4	60-79th NPR							
3	40-59th NPR							
2	20-39th NPR							
1	1-19th NPR							
	2000 API (Growth) O Number of Tests Contributing to the API							
	1999 API (Bas	e)						
	1999-2000 Growth Target							
	1999-2000 Gro	owth		Met Sub	group Ta	rget		
	Socioeconomically Disadvantaged Percent of Pupils in Each Band							
Socio	economically D			in Each Ban	d			
	economically D			in Each Ban Language	d Spelling			
	-	Percer	nt of Pupils					
Perfo	rmance Bands	Percer Reading	nt of Pupils Math	Language	Spelling			
Perfo	rmance Bands 80-99th NPR	Percer Reading 8.3	Math 7.1	Language 6.5	Spelling 7.9			
Perfo	rmance Bands 80-99th NPR 60-79th NPR	Percer Reading 8.3 15.0	Math 7.1 21.4	Language 6.5 19.4	7.9 10.0			
Perfo 5 4 3	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 8.3 15.0 20.3	7.1 21.4 19.3	6.5 19.4 23.7	7.9 10.0 18.6			
Perfo 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 8.3 15.0 20.3 35.3 21.1	7.1 21.4 19.3 27.9	6.5 19.4 23.7 25.9	7.9 10.0 18.6 28.6 35.0 Tests	Ī		
Perfo 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Percer Reading 8.3 15.0 20.3 35.3 21.1	7.1 21.4 19.3 27.9 24.3	6.5 19.4 23.7 25.9 24.5 Number of	7.9 10.0 18.6 28.6 35.0 Tests	I I		

Pacific Islander

55 | 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: JACKSON HEIGHTS ELEMENTARY

County: TEHAMA

District: RED BLUFF UNION ELEM

CDS Code: 52-71621-6053631 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	648	612	9	36	

	M			
	School-	Improve-	Schoolwide	Awards
	wide	Eligible		
I	YES	YES		

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	1	Percent with a response*	84	A CI CI (CDEDC)	
American Indian or Alaska Native	3	Of those with a response:	31	Average Class Size (CBEDS)	Average
Asian	1	Not high school graduate	11	Grade Levels	C
Filipino	1	High school graduate	24	K-3	20
Hispanic or Latino	14	Some college	42	4-6	28
Pacific Islander	0	College graduate	16	Core academic courses in	
White not Hispanic	78	Graduate school	7	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	66	parent education level information.		School Mobility (Stanford 9)	25
			Average	, ,	
English Language Learners (Stanford 9)	5	Average Parent Education Level	2.83	This is the percent of students who first attended this school in the current year.	
Fully credentialled teachers (CBEDS)	100	(Stanford 9)		sensor in the earrent year.	Number
Teachers with emergency credentials (CBEDS)	0	The average of all responses where "1" r high school graduate" and "5" represent	*	Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	390
				Number of students included in the 2000 API	318

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report **Schoolwide API for Grades 2-8**

JACKSON HEIGHTS ELEMENTARY **School:**

County: **TEHAMA**

RED BLUFF UNION ELEM District:

CDS Code: 52-71621-6053631 School Type: ELEMENTARY

Schoolwide

1999-2000

1999 2000 1999-2000 **Similar Schools** Met Schoolwide **Target** API (Growth) API (Base) Growth **Growth Rank** 648 612 36 **YES**

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9)		Reading	5		Mathem	atics		Langua	ge		Spelling	5
A	В		C	D		E	\mathbf{F}		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5 80-99th NPR	1000	44	14.15	141.48	69	22.62	226.23	32	10.09	100.95	33	10.38	103.77
4 60-79th NPR	875	80	25.72	225.08	58	19.02	166.39	63	19.87	173.90	49	15.41	134.83
3 40-59th NPR	700	67	21.54	150.80	77	25.25	176.72	72	22.71	158.99	70	22.01	154.09
2 20-39th NPR	500	63	20.26	101.29	48	15.74	78.69	77	24.29	121.45	97	30.50	152.52
1 1-19th NPR	200	57	18.33	36.66	53	17.38	34.75	73	23.03	46.06	69	21.70	43.40
a Total Weightedb Content Area Vc Total Weighted	Weight		a x b = c	655.31 30% 196.59		+	682.79 40% 273.11		+	601.34 15% 90.20		+	588.60 15% 88.29
										2000 Al	PI (Gr	owth)	648

Number of pupils with tests 317 318 311 305 318 Number of tests contributing to scores: contributing to the API:

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: JACKSON HEIGHTS ELEMENTARY 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: TEHAMA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students **RED BLUFF UNION ELEM** District: with valid scores. CDS Code: 52-71621-6053631 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 6 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

1999-2000 Academic Performance Index (API) Growth Report **Subgroups for Grades 2-8, Page 2 of 2**

Percent of Pupils in Each Band

School: JACKSON HEIGHTS ELEMENTARY

County: **TEHAMA**

RED BLUFF UNION ELEM District:

Hispanic or Latino

CDS Code: 52-71621-6053631

Perfo	ormance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					
	2000 API (Gro	owth)	47	Number of Contributin		I
	1999 API (Bas	se)				
	1999-2000 Gro	owth Tar	get			
	1999-2000 Gro	owth		Met Sub	group Ta	rget
	_					_
XX71. 24	4 TT!!-					
	te not Hispanic		•	in Each Ban		
	te not Hispanic ormance Bands	Percen Reading	nt of Pupils Math	in Each Ban Language	d Spelling	•
	-		Math 23.7		Spelling 10.4	
Perfo	ormance Bands	Reading	Math	Language	Spelling	
5 4 3	ormance Bands 80-99th NPR	Reading 16.5	Math 23.7 19.9 24.9	Language	Spelling 10.4	
Perfo	80-99th NPR 60-79th NPR	16.5 26.7	Math 23.7 19.9	10.9 21.0	10.4 15.3	
5 4 3	80-99th NPR 60-79th NPR 40-59th NPR	Reading 16.5 26.7 21.4	Math 23.7 19.9 24.9	10.9 21.0 24.6	Spelling 10.4 15.3 22.1	
Perfo 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Reading 16.5 26.7 21.4 20.2 15.2	Math 23.7 19.9 24.9 15.4	10.9 21.0 24.6 23.4	Spelling 10.4 15.3 22.1 30.9 21.3 Tests	I
5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Reading 16.5 26.7 21.4 20.2 15.2 with)	Math 23.7 19.9 24.9 15.4 16.2	10.9 21.0 24.6 23.4 20.2 Number of	Spelling 10.4 15.3 22.1 30.9 21.3 Tests	I
5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Reading 16.5 26.7 21.4 20.2 15.2 with) se)	Math 23.7 19.9 24.9 15.4 16.2 249	10.9 21.0 24.6 23.4 20.2 Number of	Spelling 10.4 15.3 22.1 30.9 21.3 Tests	I

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Pacif	ïc Islander	Percei	nt of Pupils	in Each Ban	d	
Perfo	ormance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					
	2000 API (Gro	owth)	0	Number of Contributin		I
	1999 API (Bas	se)				
	1999-2000 Gr	owth Tar	get			
	1999-2000 Gr	owth		Met Sub	oroun Ta	roe
	1					U
Socio	economically I			in Each Ban	d	
Perfo	ormance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR	8.2	11.1	6.5	6.5	
4	60-79th NPR	22.4	18.5	16.5	13.4	
3	40-59th NPR	23.5	30.2	19.5	21.4	
2	20-39th NPR	19.9	17.5	27.0	31.8	
1	1-19th NPR	26.0	22.8	30.5	26.9	
588	2000 API (Gro	owth)	201	Number of Contributin		I
544	1999 API (Bas	se)				

7 | 1999-2000 Growth Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: METTEER (WILLIAM M.) ELEMENTARY

County: TEHAMA

District: RED BLUFF UNION ELEM

CDS Code: 52-71621-6106686 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	667	624	9	43	

M	Met Growth Target							
	Comparable Both							
School-	Improve-	Schoolwide	Awards					
wide	wide ment (CI) and CI							
YES	YES YES YES							

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	1	Percent with a response*	77	A Cl C! (CDEDC)	
American Indian or Alaska Native	2	Of those with a response:		Average Class Size (CBEDS) Grade Levels	Average
Asian	0	Not high school graduate	18	K-3	Ü
Filipino	1	High school graduate	22	K-3	19
Hispanic or Latino	24	Some college	34	4-6	29
Pacific Islander	0	College graduate	16	Core academic courses in	
White not Hispanic	70	Graduate school	9	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	59	parent education level information.		School Mobility (Stanford 9)	12
			Average	, ,	
English Language Learners (Stanford 9)	21	Average Parent Education Level	2.75	This is the percent of students who first attended this school in the current year.	
Fully credentialled teachers (CBEDS)	100	(Stanford 9)		school in the current year.	Number
Teachers with emergency credentials (CBEDS)	0	The average of all responses where "1" r high school graduate" and "5" represent	*	Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	374
				Number of students included in the 2000 API	345

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: METTEER (WILLIAM M.) ELEMENTARY

County: TEHAMA

District: RED BLUFF UNION ELEM

CDS Code: 52-71621-6106686 School Type: ELEMENTARY

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
667	624	43		YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford	9		Reading	ng Mathematics				Language			Spelling		
A	В		C	D		E	F		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5 80-99th NPR	1000	65	19.46	194.61	72	20.93	209.30	73	21.22	212.21	56	16.28	162.79
4 60-79th NPR	875	73	21.86	191.24	85	24.71	216.21	79	22.97	200.94	65	18.90	165.33
3 40-59th NPR	700	70	20.96	146.71	61	17.73	124.13	63	18.31	128.20	77	22.38	156.69
2 20-39th NPR	500	56	16.77	83.83	70	20.35	101.74	60	17.44	87.21	76	22.09	110.47
1 1-19th NPR	200	70	20.96	41.92	56	16.28	32.56	69	20.06	40.12	70	20.35	40.70
a Total Weighteb Content Area	ed Score Across Weight	Bands	a x b	658.31 30%			683.94 40%			668.68 15%			635.97 15%
c Total Weighte	ed Score for Cor	ntent Area	a: c	197.49		+	273.58		+	100.30		+	95.40
										2000 A	PI (Gr	owth)	667

Number of tests contributing to scores:

334

344

344

344 c

Number of pupils with tests contributing to the API:

345

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: METTEER (WILLIAM M.) ELEMENTARY 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: **TEHAMA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students **RED BLUFF UNION ELEM** District: with valid scores. CDS Code: 52-71621-6106686 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 5 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Performance Bands Math Language Spelling Reading Language Spelling Reading 80-99th NPR 80-99th NPR 60-79th NPR 4 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

School: METTEER (WILLIAM M.) ELEMENTARY

County: TEHAMA

District: RED BLUFF UNION ELEM

CDS Code: 52-71621-6106686

Note: Data are reported or	nly for subgroups which were numerically significant in both 1999 and
2000. Ethnic/racial and so	cioeconomically disadvantaged subgroups meeting the following criteria
are considered numerically	significant: the group (1) contains at least 100 students with valid test
scores OR (2) comprises a	t least 15% of the school population tested and contains at least 30 students
with valid scores.	

Triphe	anic or Latino	Percen	t of Pupils	in Each Ban	d	Paci	fic Islander	Percen	t of Pupils	in Each Ban	d
Perfo	rmance Bands	Reading	Math	Language	Spelling	Perfe	ormance Bands	Reading	Math	Language	Spelling
5	80-99th NPR	2.5	2.4	8.2	4.7	5	80-99th NPR				
4	60-79th NPR	7.5	16.5	10.6	11.8	4	60-79th NPR				
3	40-59th NPR	22.5	17.6	9.4	18.8	3	40-59th NPR				
2	20-39th NPR	15.0	28.2	22.4	22.4	2	20-39th NPR				
1	1-19th NPR	52.5	35.3	49.4	42.4	1	1-19th NPR				
469	2000 API (Gro	owth)	85	Number of Contributin	Tests g to the API		2000 API (Gro	wth)	0	Number of Contributin	Tests g to the API
404	1999 API (Bas	e)					1999 API (Bas	e)			
7	1999-2000 Gre	owth Tar	get				1999-2000 Gro	owth Tar	get		
65	1999-2000 Gr	owth	YES	Met Sub	group Target		1999-2000 Gro	owth		Met Sub	group Target
Whit	e not Hispanic	Percen	t of Pupils	in Each Ban	d	Socie	oeconomically D			in Each Ban	d
Perfo	rmance Bands	Reading	Math	Language	Spelling	Perfe	ormance Bands	Reading	Math	Language	Spelling
5	80-99th NPR	24.5	27.1	25.4	20.8	5	80-99th NPR	10.8	9.3	45.7	0.0
4	60 70.1 NDD			20.1			00-33tii NT K	10.0	0.0	15.7	8.8
	60-79th NPR	27.0	26.7	27.1	19.9	4	60-79th NPR	17.0	23.0	16.7	14.2
3	40-59th NPR	19.3	26.7 19.5	27.1 20.3	19.9 23.3	3	60-79th NPR 40-59th NPR	17.0 20.1	23.0 17.2	16.7 16.2	14.2 22.5
	40-59th NPR 20-39th NPR	19.3 18.0	26.7 19.5 17.4	27.1 20.3 16.1	19.9 23.3 22.5		60-79th NPR 40-59th NPR 20-39th NPR	17.0 20.1 20.1	23.0 17.2 27.9	16.7 16.2 21.6	14.2 22.5 26.5
3	40-59th NPR	19.3	26.7 19.5	27.1 20.3	19.9 23.3	3	60-79th NPR 40-59th NPR	17.0 20.1	23.0 17.2	16.7 16.2 21.6 29.9	14.2 22.5 26.5 27.9
3 2 1 730	40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	19.3 18.0 11.2 owth)	26.7 19.5 17.4	27.1 20.3 16.1 11.0 Number of	19.9 23.3 22.5 13.6	3 2 1 580	60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	17.0 20.1 20.1 32.0 wth)	23.0 17.2 27.9	16.7 16.2 21.6 29.9 Number of	14.2 22.5 26.5 27.9
3 2 1	40-59th NPR 20-39th NPR 1-19th NPR	19.3 18.0 11.2 owth)	26.7 19.5 17.4 9.3	27.1 20.3 16.1 11.0 Number of	19.9 23.3 22.5 13.6	3 2 1	60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	17.0 20.1 20.1 32.0 wth)	23.0 17.2 27.9 22.5	16.7 16.2 21.6 29.9 Number of	14.2 22.5 26.5 27.9
3 2 1 730	40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	19.3 18.0 11.2 owth)	26.7 19.5 17.4 9.3	27.1 20.3 16.1 11.0 Number of	19.9 23.3 22.5 13.6	3 2 1 580	60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	17.0 20.1 20.1 32.0 with)	23.0 17.2 27.9 22.5	16.7 16.2 21.6 29.9 Number of	14.2 22.5 26.5 27.9

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: VISTA MIDDLE

County: TEHAMA

District: RED BLUFF UNION ELEM

CDS Code: 52-71621-6053656 School Type: MIDDLE

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	651	627	9	24	

M	Met Growth Target								
	Comparable Both								
School-	-								
wide	wide ment (CI) and CI								
YES	YES	YES	YES						

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	1	Percent with a response*	91	A CI CI (CDEDS)	
American Indian or Alaska Native	2	Of those with a response:	0.	Average Class Size (CBEDS)	Average
Asian	1	Not high school graduate	11	Grade Levels K-3	Ü
Filipino	1	High school graduate	23		N/A
Hispanic or Latino	13	Some college	37	4-6	N/A
Pacific Islander	0	College graduate	23	Core academic courses in	
White not Hispanic	79	Graduate school	7	departmentalized programs	27
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	43	parent education level information.		School Mobility (Stanford 9)	16
,			Average	, ,	_
English Language Learners (Stanford 9)	5	Average Parent Education Level	2.93	This is the percent of students who first attended this	
Fully credentialled teachers (CBEDS)	96	(Stanford 9)		school in the current year.	Number
· · · · · · · · · · · · · · · · · · ·	90	The average of all responses where "1" r	represents "Not a	Enrollment on the first day of testing grades 2-11	499
Teachers with emergency credentials (CBEDS)	4	high school graduate and "5" represent	s "Graduate school."	less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	499
				Number of students included in the 2000 API	422

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: VISTA MIDDLE

County: TEHAMA

District: RED BLUFF UNION ELEM

CDS Code: 52-71621-6053656 School Type: MIDDLE

Schoolwide

1999-2000

 2000
 1999
 1999-2000
 Similar Schools
 Met Schoolwide

 API (Growth)
 API (Base)
 Growth
 Growth Rank
 Target

 651
 627
 24
 YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

	Stanford 9)		Reading	5		Mathematics			Language			Spelling		
	A	В		С	D		E	F		G	Н		I	J	
Per	rformance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	
5	80-99th NPR	1000	76	18.63	186.27	67	16.14	161.45	86	21.08	210.78	50	11.96	119.62	
4	60-79th NPR	875	86	21.08	184.44	92	22.17	193.98	87	21.32	186.58	69	16.51	144.44	
3	40-59th NPR	700	96	23.53	164.71	87	20.96	146.75	80	19.61	137.25	107	25.60	179.19	
2	20-39th NPR	500	81	19.85	99.26	93	22.41	112.05	83	20.34	101.72	83	19.86	99.28	
1	1-19th NPR	200	69	16.91	33.82	76	18.31	36.63	72	17.65	35.29	109	26.08	52.15	
	a Total Weightedb Content Area Vc Total Weighted	Veight		a x b = c	668.50 30% 200.55		+	650.84 40% 260.34		+	671.63 15% 100.74		+	594.68 15% 89.20	
											2000 A	PI (Gr	rowth)	651	

Number of tests contributing to scores:

408

415

408

418

Number of pupils with tests contributing to the API:

422

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

1999-2000 Academic Performance Index (API) Growth Report **Subgroup for Grades 2-8, Page 1 of 2**

School: VISTA MIDDLE 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: **TEHAMA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students **RED BLUFF UNION ELEM** District: with valid scores. CDS Code: 52-71621-6053656 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 8 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 60-79th NPR 4 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target

NPR is the National Percentile Rank.

1999-2000 Growth

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Met Subgroup Target

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Growth

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

Percent of Pupils in Each Band

Math Language Spelling

Reading

School: VISTA MIDDLE

County: TEHAMA

District: RED BLUFF UNION ELEM

Hispanic or Latino

Performance Bands

CDS Code: 52-71621-6053656

		Reading	watii	Language	Spennig	
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					
	2000 API (Gro	owth)	52	Number of Contributin	Tests Ig to the AP	I
	1999 API (Bas	se)				
	1999-2000 Gro	owth Tar	get			
	1999-2000 Gro	owth		Met Sub	group Ta	rget
White	e not Hispanic	Percer	nt of Pupils	in Each Ban	d	
	e not Hispanic rmance Bands	Percer Reading	nt of Pupils Math	in Each Ban Language	d Spelling	
	•					ì
Perfo	rmance Bands	Reading	Math	Language	Spelling	
Perfo	rmance Bands 80-99th NPR	Reading 21.4	Math 18.5	Language 23.1	Spelling 13.3	
Perfo 5 4	rmance Bands 80-99th NPR 60-79th NPR	21.4 22.6 23.2	Math 18.5 22.4	23.1 23.7	13.3 16.3	
Perfo 5 4 3	80-99th NPR 60-79th NPR 40-59th NPR	21.4 22.6 23.2	Math 18.5 22.4 22.1	23.1 23.7 18.2	13.3 16.3 27.1	
Perfo 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	21.4 22.6 23.2 18.3 14.4	Math 18.5 22.4 22.1 20.9	23.1 23.7 18.2 20.0 15.1 Number of	13.3 16.3 27.1 20.2 23.2	I
Perfo 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Reading 21.4 22.6 23.2 18.3 14.4 owth)	Math 18.5 22.4 22.1 20.9 16.1	23.1 23.7 18.2 20.0 15.1 Number of	Spelling 13.3 16.3 27.1 20.2 23.2 Tests	I
Perfo 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Reading 21.4 22.6 23.2 18.3 14.4 Dwth) se)	Math 18.5 22.4 22.1 20.9 16.1 336	23.1 23.7 18.2 20.0 15.1 Number of	Spelling 13.3 16.3 27.1 20.2 23.2 Tests	I

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Percent of Pupils in Each Band

		1 CICCI	n or r upins	in Each Ban		
Perfo	rmance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
_1	1-19th NPR					
	2000 API (Gro		1	Number of Contributin	Tests g to the AP	I
	1999 API (Bas	se)				
	1999-2000 Gre	owth Tar	get			
	1999-2000 Gro			Met Sub	group Ta	rget
Socio	economically I			in Each Ban	d	
				in Each Ban Language	d Spelling	
	economically D	Percer	nt of Pupils			
Perfo	economically I	Percer Reading	nt of Pupils i	Language	Spelling	
Perfo	economically I rmance Bands 80-99th NPR	Percer Reading	Math 7.5	Language 10.7	Spelling 5.1	
Perfo	economically E rmance Bands 80-99th NPR 60-79th NPR	Percer Reading 10.4 14.0	Math 7.5 16.2	10.7 13.1	5.1 14.9	
Perfo 5 4 3	economically I rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 10.4 14.0 22.6	7.5 16.2 16.8	10.7 13.1 19.0	5.1 14.9 20.0	
Perfo 5 4 3 2	economically I rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 10.4 14.0 22.6 22.6 30.5	7.5 16.2 16.8 30.6	10.7 13.1 19.0 29.2 28.0 Number of	5.1 14.9 20.0 19.4 40.6	I
Perfo 5 4 3 2 1	economically I rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Percer Reading 10.4 14.0 22.6 22.6 30.5 with)	7.5 16.2 16.8 30.6 28.9	10.7 13.1 19.0 29.2 28.0 Number of	5.1 14.9 20.0 19.4 40.6	I

1999-2000 Growth

Pacific Islander

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: RICHFIELD ELEMENTARY

County: TEHAMA CD Code: 52-71654

	STAR			1999-		1999-2000 Similar	N	let Growth T	arget	
Elementary Schools	2000 Percent Tested	2000 API (Growth)	1999 API (Base)	2000 Growth Target	1999- 2000 Growth	Schools Growth Rank	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
RICHFIELD ELEMENTARY	98	725	677	6	48		YES	YES	YES	YES

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000 For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: RICHFIELD ELEMENTARY

County: TEHAMA

District: RICHFIELD ELEMENTARY

CDS Code: 52-71654-6053672 School Type: ELEMENTARY

STAR	2000	1999	1999-2000	1999-	1999-2000 Similar
2000 Percent	2000 API	API	1999-2000 Growth	2000	Schools Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
98	725	677	6	48	

M	Met Growth Target								
	Comparable Both								
School-									
wide	-								
YES	YES	YES	YES						

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	1	Percent with a response*	80	A Class Cias (CDEDC)	
American Indian or Alaska Native	1	Of those with a response:		Average Class Size (CBEDS) Grade Levels	Average
Asian	0	Not high school graduate	13	K-3	20
Filipino	0	High school graduate	30		-
Hispanic or Latino	22	Some college	30	4-6	24
Pacific Islander	0	College graduate	23	Core academic courses in	
White not Hispanic	74	Graduate school	4	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	44	parent education level information.		G 1 136 1994 (G; G 10)	10
Tite Editer (Stanford))			Average	School Mobility (Stanford 9)	10
English Language Learners (Stanford 9)	8	Average Parent Education Level	2.77	This is the percent of students who first attended this	
	_	(Stanford 9)		school in the current year.	Number
Fully credentialled teachers (CBEDS)	100	The average of all responses where "1" r	convegants "Not a		
Teachers with emergency credentials (CBEDS)	0	high school graduate" and "5" represent	*	Enrollment on the first day of testing grades 2-11	146
		nigh school graduate and 5 represent	5 Graduate school.	less students excused from testing due to IEP	
				statement or parent written request	
				(STAR Apportionment)	
				Number of students included in the 2000 API	126

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: RICHFIELD ELEMENTARY

County: TEHAMA

District: RICHFIELD ELEMENTARY

CDS Code: 52-71654-6053672 School Type: ELEMENTARY

Schoolwide

1999-2000

 2000
 1999
 1999-2000
 Similar Schools
 Met Schoolwide

 API (Growth)
 API (Base)
 Growth
 Growth Rank
 Target

 725
 677
 48
 YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9		Reading			Mathem	athematics Langua		Langua	ige		Spelling		
A	В		С	D		E	F		G	H		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Score in
5 80-99th NPR	1000	28	22.22	222.22	41	32.54	325.40	38	30.16	301.59	23	18.25	182.54
4 60-79th NPR	875	29	23.02	201.39	31	24.60	215.28	34	26.98	236.11	27	21.43	187.50
3 40-59th NPR	700	33	26.19	183.33	20	15.87	111.11	15	11.90	83.33	16	12.70	88.89
2 20-39th NPR	500	21	16.67	83.33	24	19.05	95.24	26	20.63	103.17	31	24.60	123.02
1 1-19th NPR	200	15	11.90	23.81	10	7.94	15.87	13	10.32	20.63	29	23.02	46.03
a Total Weighted	d Score Across	Bands	a X	714.09			762.90			744.84			627.98
b Content Area V	Veight		b	30%			40%			15%			15%
c Total Weighted	d Score for Cor	ntent Area	ı: c	214.23		+	305.16		+	111.73		+	94.20
										2000 41	DT (C)	4la)	705

2000 API (Growth) 725

Number of tests contributing to scores:

126

126

126

126 Num

Number of pupils with tests contributing to the API:

126

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: RICHFIELD ELEMENTARY

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: TEHAMA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students RICHFIELD ELEMENTARY District: with valid scores. CDS Code: 52-71654-6053672 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

1999-2000 Academic Performance Index (API) Growth Report **Subgroups for Grades 2-8, Page 2 of 2**

School: RICHFIELD ELEMENTARY Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: **TEHAMA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students

with valid scores.

RICHFIELD ELEMENTARY District:

CDS Code: 52-71654-6053672

Hispanic or Latino	Percen	t of Pupils	in Each Band	Pacific Islander	Percei	nt of Pupils	in Each Ban	d
Performance Bands	Reading	Math	Language Spelling	Performance Bands	Reading	Math	Language	Spelling
5 80-99th NPR				5 80-99th NI	PR			
4 60-79th NPR				4 60-79th NI	PR			
3 40-59th NPR				3 40-59th NI	PR			
2 20-39th NPR				2 20-39th NI	PR			
1 1-19th NPR				1 1-19th N	PR			
2000 API (Grov	wth)	27	Number of Tests Contributing to the AI	2000 API (Growth)	0	Number of Contributing	Tests g to the API
1999 API (Base	e)		-	1999 API (Base)			-
1999-2000 Gro	wth Tar	get		1999-2000	Growth Tar	get		
1999-2000 Gro	owth		Met Subgroup Ta	et 1999-2000	Growth		Met Sub	group Target
				Socioeconomicall	r: Diaadraan	40001		
White not Hispanic	Percen	t of Pupils	in Each Band	Socioeconomican			s in Each Ban	d
White not Hispanic Performance Bands	Percen Reading	t of Pupils Math	in Each Band Language Spelling	Performance Bands			in Each Ban Language	
Performance Bands 5 80-99th NPR		Math 35.9	Language Spelling 34.8 21.7		Percei Reading	nt of Pupils		
Performance Bands 5	27.2 21.7	Math 35.9 23.9	Language Spelling 34.8 21.7 29.3 19.6	Performance Bands 5 80-99th NI 4 60-79th NI	Percei Reading	nt of Pupils		
Performance Bands 5	27.2 21.7 27.2	Math 35.9 23.9 16.3	Language Spelling 34.8 21.7 29.3 19.6 9.8 15.2	Performance Bands 5 80-99th NI 4 60-79th NI 3 40-59th NI	Percei Reading PR PR PR	nt of Pupils		
Performance Bands 5	27.2 21.7 27.2 12.0	Math 35.9 23.9 16.3 15.2	Language Spelling 34.8 21.7 29.3 19.6 9.8 15.2 16.3 22.8	Performance Bands 5 80-99th NI 4 60-79th NI 3 40-59th NI 2 20-39th NI	Percei Reading PR PR PR	nt of Pupils		
Performance Bands 5	27.2 21.7 27.2	Math 35.9 23.9 16.3	Language Spelling 34.8 21.7 29.3 19.6 9.8 15.2 16.3 22.8 9.8 20.7	Performance Bands 5 80-99th NI 4 60-79th NI 3 40-59th NI	Percei Reading PR PR PR	nt of Pupils	Language	Spelling
Performance Bands 5	27.2 21.7 27.2 12.0 12.0	Math 35.9 23.9 16.3 15.2	Language Spelling 34.8 21.7 29.3 19.6 9.8 15.2 16.3 22.8	Performance Bands 5 80-99th NI 4 60-79th NI 3 40-59th NI 2 20-39th NI	Percei Reading PR PR PR PR PR	nt of Pupils	Language Number of	Spelling
Performance Bands 5	Reading 27.2 21.7 27.2 12.0 12.0 wth)	Math 35.9 23.9 16.3 15.2 8.7	Language Spelling 34.8 21.7 29.3 19.6 9.8 15.2 16.3 22.8 9.8 20.7 Number of Tests	Performance Bands 5	Percei Reading PR PR PR PR PR PR PR Growth)	Math	Language Number of	Spelling
Performance Bands 5	Reading 27.2 21.7 27.2 12.0 12.0 wth) e)	Math 35.9 23.9 16.3 15.2 8.7	Language Spelling 34.8 21.7 29.3 19.6 9.8 15.2 16.3 22.8 9.8 20.7 Number of Tests	Performance Bands 5 80-99th NI 4 60-79th NI 3 40-59th NI 2 20-39th NI 1 1-19th NI 2000 API (Percei Reading PR PR PR PR PR PR PR Growth)	Math	Language Number of	Spelling

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.